

**Research and program evaluation in Illinois:
Studies on drug abuse and violent crime**

**Evaluations of the Christian County Extended
Day Program, the Peoria County Anti-Gang and
Drug Abuse Unit, and the Winnebago County
Day Reporting and Assessment Centers**

January 2000

Prepared by
Center for Legal Studies
University of Illinois at Springfield

Evaluation funded by
Illinois Criminal Justice
Information Authority



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CRIMINAL JUSTICE
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and Assessment Centers

Prepared for the
Illinois Criminal Justice Information Authority

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EXECUTIVE SUMMARY

The Center for Legal Studies at the University of Illinois, Springfield received \$97,184 in federal Anti-Drug Abuse Act funds through the Illinois Criminal Justice Information Authority (ICJIA) to conduct a complete process evaluation, as well as a preliminary impact analysis, and to prepare the design for a thorough impact evaluation of juvenile day reporting centers in Christian, Peoria, and Winnebago Counties. These three day reporting centers strive to provide a continuum of services to youths in their counties. All three provide some services delivered by probation staff and contract with providers for more advanced clinical services.

The services provided in each jurisdiction vary. Programming options include behavior management groups, a life skills curriculum, and parenting classes. Each county administers a system of monitoring and sanctions for individuals assigned to the day reporting centers. While each county identifies their target populations in slightly different terms, each county has chosen those offenders in their probation caseload considered to be the higher risk offenders. In addition, Winnebago County created an assessment center to provide a central drop-off point for youths taken into police custody. The goals of the assessment center are to provide assessments of youths in custody more quickly and to reduce the amount of time youths remain in police custody.

Methodology

This evaluation's research design employed both qualitative and quantitative methodologies to address the research questions posed in the process evaluations and in the preliminary impact assessments. Multiple data collection strategies were chosen to maximize measurement validity and reliability by ensuring no substantive point rests

on a single observation or a single data collection methodology.

The initial stages of the evaluation focused on 1) the collection of archival data to describe the communities and contexts in which the programs were created and 2) the collection of documents from the programs and the ICJIA, including reports and grant applications. This information provided baseline descriptions of the three programs and an understanding of the contexts in which the programs were initiated.

The second stage of the evaluation was designed to provide a wider variety of perspectives on the creation and operations of these programs. Data sources used included 1) personal and telephone interviews with program staff, judges, prosecutors, service providers, law enforcement officers, and school officials; 2) juvenile participant record data collected from probation department and circuit clerks' records tracking juveniles' movements through the programs and the juvenile court processes; and 3) focus groups conducted with volunteers from among the parents/guardians of juvenile participants and juvenile participants in the programs.

Summary of the Three Programs

The Christian County Juvenile Probation Intensive Extended Day Program served 12 serious juvenile offenders between October 1997 and March 1999 (program inception and the end of this evaluation's data collection period, respectively). This program incorporates drug treatment, education, life skills, and Moral Reconciliation Therapy (MRT). Participants meet twice a week with the Extended Day Program officer to participate in Life Skills and MRT groups. Three out of the four participants who exited the program during the period covered by this evaluation did so unsuccessfully.

The Peoria County Anti-Gang and Drug Abuse Unit (AGDAU) served 51 gang and/or drug involved juvenile offenders between October 1997 and March 1999 (program inception and the end of this evaluation's data collection period, respectively). This five-stage program places a heavy emphasis on providing treatment services to clients in need, as evident by 76.5% of all participants receiving substance abuse treatment. Other AGDAU components include anger management, Bridges, community service work, and frequent contact with the two probation officers assigned to the program. During the time period covered by this evaluation, 18 participants exited the program—66.7% successfully.

The Winnebago County Day Reporting Center served 55 serious juvenile offenders between December 1997 and March 1999 (program inception and the end of this evaluation's data collection period, respectively). Without this center, these juveniles likely would have ended up sentenced to detention or the Illinois Department of Corrections (IDOC). This center provides education, treatment, and recreational programming Monday through Friday from 3 p.m. to 9 p.m. During the time period covered by this evaluation, 46 participants exited the program—52.2% successfully.

Conclusions and Recommendations

Conclusion #1: Program's staff in all three counties have exhibited a willingness to go beyond the official parameters of their jobs to provide the program participants with an opportunity for success.

Recommendation #1: While the research team recognizes that resources are limited, planners in each county should search for ways to encourage staff stability and to institutionalize the positive contributions of current staff to program integrity. In

addition, program administrators need to find ways of encouraging continued officer enthusiasm after the high energy period usually accompanying program initiation.

Conclusion #2: Regardless of the county, not all program violations resulted in requests for incarceration. Each county utilized less severe sanctions for certain program violations. However, the certainty of sanctions for violations varied.

Recommendation #2: It is recommended that the program administrators and staff develop clear policies regarding sanctions associated with program violations. Program participants and parents should be informed of the consequences for program violations and notified when such sanctions are applied.

Conclusion #3: Individuals associated with the programs from various levels of the local juvenile justice system and the community expressed a desire for more information regarding the programs. This was particularly true regarding positive outcomes from the programs.

Recommendation #3: Each program is encouraged to examine additional ways in which positive behavior or success can be acknowledged or rewarded and publicized to parents and others with responsibility for the juveniles.

Conclusion #4: Employment, like school, provides a pro-social means of occupying a young person's time.

Recommendation #4: Program staff are encouraged to facilitate greater employment opportunities for youths in their program. This includes providing youths with the necessary tools to apply for a job. Christian and Peoria Counties could add rewards for attaining and then maintaining employment. They also need to adjust

program requirements to accommodate the reasonable demands of the youth work schedule.

Conclusion #5: Program staff and local juvenile justice officials agree that increasing parental involvement with program youths would be a positive development. Also, program personnel are generally frustrated by their inability to attain greater parental involvement.

Recommendation #5: Program personnel are encouraged to examine all possible mechanisms for encouraging greater parental participation. Greater utilization of positive reinforcements for program success may be one method of acquiring greater participation and cooperation from parents. Perhaps the development of new initiatives, such as support groups for the parents, might better address the needs and interests of the parents.

Conclusion #6: In Peoria County, several individuals interviewed expressed concern over officer safety given the risk presented by some of the AGDAU participants and the areas of the city in which these participants live. Since a mainstay of AGDAU's design is the enhanced level of supervision provided, officers need to be able to enter the neighborhoods in which their participants live.

Recommendation #6: Program administrators need to consider providing AGDAU officers with access to varied types of officer safety training and allowing officers wider discretion in the choice of safety equipment.

I. INTRODUCTION

The Center for Legal Studies at the University of Illinois, Springfield received \$97,184 federal Anti-Drug Abuse Act funds through the Illinois Criminal Justice Information Authority (ICJIA) to conduct a complete process evaluation, as well as a preliminary impact analysis, and to prepare the design for a thorough impact evaluation of juvenile day reporting centers in Christian County (the Christian County Extended Day Program), Peoria County (Peoria County Anti-Gang and Drug Abuse Unit), and Winnebago County (Winnebago County Day Reporting and Assessment Centers). These three day reporting centers strive to provide a continuum of services to youths in their counties. All three provide some services with probation staff and contract with providers for more advanced clinical services.

The services provided in each jurisdiction vary. Programming options include behavior management groups, a life skills curriculum, and parenting classes. Each county administers a system of monitoring and sanctions for individuals assigned to the day reporting centers. While each county identifies their target populations in slightly different terms, each county has chosen those offenders in their probation caseload considered to be the higher risk offenders. In addition, Winnebago County created an assessment center to provide a central drop-off point for youths taken into police custody.¹ The goals of the assessment center are to provide assessments of youths in custody more quickly and to reduce the amount of time youths remain in police custody.

Review of Literature

The past decade has seen the rapid expansion in the use of what are commonly

¹ Although the assessment center is described in Chapter V, it was not part of the evaluation because it did not received federal funding.

known as intermediate sanctions such as intensive probation supervision, community service programs, and most recently day reporting centers. Day reporting centers share many of the attributes of other intermediate sanctions and often even incorporate provisions such as community service into their operations. Nonetheless, there are attributes that distinguish day reporting centers from the other alternative sanctions. The review that follows examines the development of the intermediate sanctions movement, the origins and unique features of day reporting centers, and the state of knowledge about these centers.

Assessment centers also are recent developments in the search for tools to combat juvenile delinquency. These centers seek to provide more prompt and efficient information gathering and evaluation of juvenile offenders. The development and common features of assessment centers also are discussed below.

Probation and the Intermediate Sanctions Movement

Early designs for probation departments contemplated caseloads dominated by misdemeanants and supervision emphasizing rehabilitation through the encouragement of employment, education and treatment (Petersilia, 1985). However, in recent years, felons have become an increasingly significant segment of the Illinois probation population both in the juvenile and adult divisions. At the end of 1994, statewide active juvenile caseloads in Illinois totaled 16,031. By the end of 1997 they had increased to 19,034 (Administrative Office of the Illinois Courts [AOIC], 1997, 1998).

During a similar period, the Illinois Department of Corrections (IDOC) Juvenile Division reported substantial increases in the number of commitments of young offenders to its facilities. In FY93 the six juvenile division facilities housed 1,403

individuals and were 16.0% over capacity. By FY98 the total population in these facilities was 57.7% over capacity with a total of 2,154 youths incarcerated. Since FY94 the IDOC youth population has increased 40.5% (Illinois Department of Corrections [IDOC], 1996, 1999). Nationally, violent crimes by juveniles increased each year from 1985 until declining in 1995 (Office of Juvenile Justice and Delinquency Prevention [OJJDP], 1997). In Illinois, incarcerated juveniles with violent offense types decreased as a percentage of the total year end population from 56.6% in FY93 to 49.4% in FY98. However, their total numbers increased from 794 to 1,064 during this same period (IDOC, 1996, 1999).

Christian, Peoria, and Winnebago Counties all report increases in the number and severity of juvenile offenses. In Christian County, active juvenile caseloads increased from 95 at the end of 1994 to 192 in 1997 (AOIC, 1995, 1998). In their application to ICJIA, the Christian County Probation Department reported that juvenile offenses have increased in severity over the past five years. They also noted that over 50% of the active juvenile caseload have drug abuse problems and over 20% have some violence in their offense history (Christian County, 1997).

The Peoria County Probation Department reported 464 active juvenile cases at the end of 1997, a slight decrease from 505 in 1994. However, the 1997 caseload level was a slight increase over 1996 levels (AOIC, 1995, 1998). In support of the Peoria County Juvenile Court Services proposal to ICJIA to fund a juvenile day reporting center, the county reported incidents of simple and aggravated battery increased in 1996 to become the most common juvenile types of offenses recorded in the county: "This has been a new trend in that we are getting more offenses against people as

opposed to previous years in which the majority of offenses were property crimes" (Peoria County, 1997). They further reported that 34% of the new cases received by their department in 1996 were gang-related and involved violent offenses.

In Winnebago County, active juvenile caseloads sharply increased from 344 in 1994 to 612 in 1997 (AOIC, 1995, 1998). They also report significant increases in the number of forcible felonies, serious drug offenses, and commitments to the IDOC over the same period (Winnebago County, 1997). The rising caseloads, increases in the severity of the offenses committed by juvenile offenders, and the increased crowding in the juvenile correctional facilities create serious policy problems for court services. Felony offenders present greater community safety and treatment concerns that are often considered beyond the scope of standard probation services. The increase of more serious offenders under probation's jurisdiction has contributed to the search for sanctions less restrictive than prison but more secure than standard probation (Cromwell & Killinger, 1994).

With the release of the Martinson meta-analysis in 1974, support for the rehabilitation philosophy of probation began to dwindle. According to Palumbo and Peterson (1994), the discussions presented in that report "led to the conclusion that 'nothing works', and were picked up by claims makers who promoted a 'get tough' approach to crime" (160). In addition, rising violent crime rates for juveniles in the late 1980s and early 1990s led to increasing legislative action to adopt a stricter approach to juvenile offenders (OJJDP, 1997). In both the adult and juvenile systems, these factors have resulted in overcrowded prisons and many states required under federal court

order to reduce prison population levels. As a result, attention again turned toward alternative sanctions such as probation.

Through the development of what are commonly known as intermediate sanctions, several objectives were believed attainable: (1) the judiciary would have many sanctions enabling it to fit the sentence to the severity of the crime; (2) offenders who were too dangerous to be placed on a standard probation caseload, but not dangerous enough to warrant a prison sentence, could remain in the community under increased surveillance, with an emphasis on offender control and public safety; and, (3) the diversion of offenders from prison would save the government money (Cromwell & Killinger, 1994; Palumbo & Peterson, 1994; Illinois Task Force on Crime and Corrections, 1993; Morris & Tonry, 1990). In practice, hundreds, if not thousands, of intermediate sanction programs may be implemented. Many of these are staffed and operated by probation departments. Some of the more common programs include intensive probation, day fines, community service, house arrest, restitution, and electronic monitoring. Further, because intermediate sanctions can be tailored specifically by a local jurisdiction to address a local concern, hybrid programs closely resembling a number of more commonly found community-based sanctions also are possible. One of the newer intermediate sanctions to gain popularity in the United States is day reporting.

The History of Day Reporting Centers in the United States

A day reporting center is defined as "an intermediate sanction that blends high levels of control with intensive delivery of services needed by offenders" (Parent, 1996). The first day reporting centers originated in Great Britain in the 1970s as an alternative

to incarceration of chronic, non-serious offenders. It was believed these offenders did not pose a serious risk to public safety but needed services in order to have an opportunity to function appropriately within society (Parent, 1990). While there were some precursors in the 1970s in Minnesota and New Jersey, the origin of day reporting centers in the United States generally is traced to 1985 when officials in Massachusetts and Connecticut independently became aware of programs existing in Great Britain and piloted centers in their states. By 1990, there were 14 such centers operating in the United States and 6 more planned to open that year (Parent, 1990). In the next few years the use of day reporting expanded sharply and by 1994 there were 114 centers operating in 22 states (Parent, 1996).

As with all intermediate sanctions, day reporting centers take various forms in response to local conditions. However, certain common attributes have been identified. In their 1995 report, Parent, Byrne, Tsarfaty, Vallade and Esselman combined survey results from 54 of the 114 known day reporting centers with site visits to four centers to identify several common attributes. They found most centers perceive their primary goal is to provide access to treatment for offenders, with a secondary goal of reducing jail populations. Many of the centers employ phases with offenders progressing into less strict surveillance as they progress. While surveillance and monitoring for factors such as drug use are common attributes, the frequency and means of surveillance vary widely. Day reporting centers may be either privately or publicly operated. However, centers developed prior to 1992 were primarily private, while those initiated after that time were more likely to be publicly operated. Most provide some on site services for offenders. The most common type of services were job skills training, group

counseling, drug abuse education, drug treatment, education, job placement, and life skills. In addition, most centers require some sort of community service. Although the duration of programming varied with individual programs and offenders, the average was 5 to 6 months. The type of eligible offenders and the capacity of the centers vary widely. Negative termination rates in day reporting centers are generally high with an average of 50% but ranging from 14% to 86%. The failure rates were related closely to the center's willingness to take action other than termination for technical violations. Also, those centers with curfew as a component of their program experienced lower failure rates.

Evaluations of Day Reporting and Other Intermediate Sanctions

Whether the objectives set forth for intermediate sanctions have been attained is unclear. Numerous publications have decried the lack of evaluative data available regarding probation programs (Byrne, 1990; McDonald, 1992; Renzema, 1992). Although numerous evaluations of specific types of intermediate sanctions have been conducted, many questions remain (see Petersilia & Turner, 1993; Baumer & Mendelsohn, 1990; for individual evaluations). In their book *Intermediate Sanctions: Sentencing in the 1990s*, (1995) editors William L. Selke and John O. Smykla state the following:

There are many issues yet to be resolved. It is not clear yet that the intermediate sanctions are being used for those who would have received harsher sentences. Questions still exist about the overall effectiveness of intermediate sanctions in reducing recidivism. The goals of various sanctions and the activities within particular kinds of

programs are still evolving . . . [a]nd whether intermediate sanctions will alleviate prison and jail overcrowding is a critical issue still open for debate (xix).

These issues apply to day reporting centers as well as other intermediate sanctions. There is the potential for net widening because of poorly defined goals, or a lack of confidence in or understanding of the program on the part of decision makers (Larivee, 1990). As has been seen with intensive probation programs, day reporting centers may increase, rather than reduce, secure confinement by providing offenders with more conditions to meet and closer supervision of their non-compliance (Parent, 1996; Petersilia & Turner, 1993).

Day reporting centers suffer from the same lack of evaluative data as the other intermediate sanction programs. While some descriptive studies exist, there are little data concerning impacts (Layton MacKenzie, 1997; Parent, 1996; Tonry, 1998). Also, studies that have been conducted appear to focus on programs for adult offenders. However, some correlates of unsuccessful termination have been identified. Privately operated programs, programs that offer a wide range of services, those with high staff turnover, and those that do not impose curfews appear to have higher unsuccessful termination rates (Parent, 1996).

In addition to issues common to most evaluations of new initiatives, (such as the extent to which stated goals and operations conform to pre-operational expectations, and the impact of the program on recidivism) other issues have been identified as important to the study of day reporting centers. The selection process for treatment and control groups must be closely examined. An inadequate selection process for day

reporting centers could contribute to net widening or, at the other extreme, create excessive risks to the community by diverting dangerous offenders from incarceration (Corbett, 1992). Also important are completion rates, the reasons for failures, and the response to program violations. An additional issue has been raised for future study of day reporting centers. Because service delivery is such an important aspect of these centers, special care must be taken to ensure access to services either through the use of program staff, case management tools to prioritize need, or co-location with service providers in the community (Parent, et al, 1995).

Despite the lack of data, intermediate sanctions remain popular. Lawmakers concerned with crowding of state and local correctional facilities continue to search for alternatives to incarceration. Probation administrators often desire to demonstrate probation is not “soft on crime” and that it is a viable alternative to incarceration or other penalties (Tonry, 1990). These forces often join to provide political momentum for change and for implementation of new programs without any corresponding empirical basis for the change or program design (Cochran, 1992). As new intermediate sanction possibilities develop, there is a danger programs will be implemented simply out of a desire to use the latest technology or to implement the newest program (Harris & Smith, 1996). Obviously, program choices have implications for probationers. They also have implications for probation officers, other members of the criminal justice system, and the larger community. Either existing probation staff must alter their job functions to implement the initiative, or new staff must be brought into the organization for that purpose. Judges, prosecutors, and defense attorneys must decide how they will adjust in response to a new sentencing alternative. Funds may be allocated for something that

cannot deliver what it promises. The community may develop heightened expectations regarding the impact the initiative will have on the quality of life in their community (Clear & Byrne, 1992; Cochran, 1992).

Assessment Centers

Assessment centers are designed to offer more efficient processing and preliminary evaluation of juveniles taken into police custody or otherwise involved with other juvenile court referral sources. For example, in Winnebago County law enforcement officers take juveniles to the assessment center. After conducting a brief probable cause screening, the probation staff interview the minor, conduct a record check, and contact parents or guardians. Drug, alcohol, and mental health professionals are available to conduct assessment screenings as needed (Winnebago County, 1997). This information then is available for intake staff to make decisions regarding the need for secure detention, formal court processing, or appropriate informal interventions. It is believed this approach will allow the earliest possible opportunity to gather information regarding a juvenile's risk and needs which, in turn, will allow decision makers to make detention and intake screening decisions more quickly and based upon better information than in the past (OJJDP, 1995). It is believed this process will free law enforcement time since officers will no longer be required to wait with the juveniles who will not be released from custody until family members arrive.

The assessment center in Winnebago County is modeled after regional centers created in Florida in 1994. Some preliminary studies of the Florida assessment centers indicate an ability to identify youths in need of services (Dembo & Brown, 1994; Dembo & Turner, 1994). A later study identified nine assessment centers in four states and

included site visits to seven of the nine (Cronin, 1996). Cronin found that all, or nearly all, of these assessment centers were available to police around the clock or for extended hours; provided intake, assessment, service referrals, and follow-up; released juveniles to a guardian, secure custody, or some alternative setting in 6 hours or less; employed a management information system and other data bases to track cases and assist in assessment; were staffed and managed by an agency with juvenile assessment experience; and had other service providers located at the facility.

There also were some significant differences among the existing assessment centers. While the Florida centers focused on juveniles who were eligible for detention, the other sites tended to target less serious delinquent offenders, along with truants and other status offenders. The differences in target populations seemed to correlate to the extent of security provided at the facility and the types of services offered. The non-Florida sites also were reported to be involved on a much shorter-term basis with their target populations (Cronin, 1996).

Research regarding the impacts of these centers is still very limited. This is largely due to the relative short time they have been in existence. Of the sites studied by Cronin, the Hillsborough County, Florida site was the oldest. It had opened in 1993 and served as the pilot for Florida's subsequent move to regional centers. Only two of the other centers studied had been in operation for more than 1 year. There are some indications of savings in police time, greater coordination between juvenile service agencies, and increases in information to the juvenile justice system as a result of the implementation of assessment centers. However, given the short duration of the assessment centers, results must be treated cautiously. In addition, local variations

among assessment centers and the systems within which they operate may influence performance (Cronin, 1996).

The OJJDP currently is funding an evaluation of four community assessment centers in Colorado and Florida. The review of program developments led to the identification of several key factors that may impact the centers' abilities to prevent further youth violence. Those factors are a "single point of entry, immediate and comprehensive assessments, integrated case management, and a comprehensive and integrated management information system" (Oldenettel & Wordes, 1999). The evaluation of these centers is ongoing.

As would be expected with such a new initiative, many questions remain regarding assessment centers. The possibility of net widening as a result of the assessment center should be examined. For example, if the assessment center eases the burden on law enforcement of taking juveniles into custody, officers may be inclined to increase arrests of juveniles. The effectiveness of the assessment tools and procedures, as well as the talents of those using the assessment instruments are central to the effectiveness of an assessment center. Confidentiality of records and protection of other rights of individuals who are still presumed innocent of any offense also are important considerations (OJJDP, 1995).

Summary

Since there are so little data regarding day reporting centers, especially for juveniles, and assessment centers, this project offers an opportunity to greatly enhance the state of knowledge regarding initiatives in Illinois and across the nation. Also, since both day reporting centers and assessment centers seem to have attracted interest in

the juvenile and criminal justice professions, this study will be of interest to the many policy makers who are expected to at least examine the feasibility of such initiatives in their jurisdictions.

II. RESEARCH METHODOLOGY

This evaluation's research design employed both qualitative and quantitative methodologies to address the research questions posed in the process evaluations and in the preliminary impact assessments. Multiple data collection strategies were chosen to maximize measurement validity and reliability by ensuring no substantive point rests on a single observation or a single data collection methodology.

The initial stages of the evaluation focused on 1) the collection of archival data to describe the communities and contexts in which the programs were created and 2) the collection of documents from the programs and the ICJIA, including reports and grant applications. This information provided baseline descriptions of the three programs and an understanding of the contexts in which the programs were initiated.

The second stage of the evaluation was designed to provide a wider variety of perspectives on the creation and operations of these programs. Data sources used included: 1) personal and telephone interviews with program staff, judges, prosecutors, service providers, law enforcement officers, and school officials; 2) juvenile participant record data collected from probation departments and circuit clerks' records tracking juveniles' movements through the programs and the juvenile court processes; and 3) focus groups conducted with volunteers from among the parents/guardians of juvenile participants and juvenile participants in the programs.²

² The juvenile participants involved in these programs are a protected population with regard to the regulation of research using human subjects. Appendix A contains the protocol prepared by the research team for the UIS Institutional Review Board for the Protection of Human Subjects. The Board approved the protocol. When changes in the methodology were required, a modified protocol was presented to that office and approved. The two protocols and a copy of each letter indicating approval are included in the appendix. In addition, the research team sought and received permission from the Chief Judges of the three circuits to have access to the court files of the juvenile participants. The orders from the three judges also are included in the appendix.

Interviews

Semi-structured interviews were conducted in person and by telephone with program staff, judges, prosecutors, service providers, law enforcement officers, and school officials. The interview protocols and a table displaying all interviews conducted are contained in Appendix B. Interview subjects were identified from program documents and through a "snowball" technique whereby initial interview subjects identify other appropriate interview subjects.

Juvenile Participant Record Data

With the assistance of program personnel, the evaluation team reviewed the programs' files on all juvenile participants. Supplementary information was obtained from the files of the county circuit clerks' offices. These data were sought to obtain descriptions of the juveniles participating in the programs, to determine the extent to which participants meet program eligibility requirements, to identify the content of their individual programs at the centers, to track participants' progress through center programs and the juvenile court process, and to determine the frequency of program contacts with parents/guardians and schools. The evaluation team also sought information from the files regarding participants' substance abuse behavior and other aspects of their lives that have been targets of center programming to identify the content of individual participant case plans at the programs.

The creation and testing of case file coding forms was the first step in this portion of data collection. Forms were developed and tested at each county. The majority of participant record data collection took place after the first meeting of the evaluation

team with the Advisory Group, which provided input regarding the draft case coding forms (see Appendix C for the three forms.).

Data were collected for all participants in the Christian County program. In Peoria County, files for AGDAU participants whose cases were transferred into Peoria County after disposition were excluded from the analysis. In Peoria and Winnebago Counties, participants were excluded from the case file data collection if they entered the programs after February 28, 1999 because those participants would not have had sufficient time to develop histories within the programs. Case files were not available for four participants in Winnebago County who had been formally assigned to the program but violated their terms of participation immediately upon assignment. Case data collection in all three counties concluded with information entered into the file for events occurring on March 31, 1999.

Juvenile Participant and Parent/Guardian Information

The Initial Plan

One of the major methodological challenges facing an evaluation of criminal justice programs is finding a workable way of eliciting information directly from offenders and their families. Meeting this challenge requires balancing the need for valid and reliable information with the need to protect the rights of research subjects. In addition, offenders and their families are often resistant to requests to provide information for researchers.

In the evaluation proposal two complementary methods of obtaining participant evaluations of the programs were planned. At two points during the evaluation, juvenile participants were to be surveyed and asked to participate in focus groups. Both the

surveys and focus groups were designed to elicit the participants' description of how they found out about the programs, how they came to participate in the programs, their evaluation of the programs, and any suggestions for program improvement.

The process of administering the first survey for all three programs began in the fall of 1998. Because the survey subjects are juveniles, they could not be surveyed without parent/guardian permission. Therefore, the evaluation team sent letters to the parents/guardians of each juvenile identified as a program participant in one of the three counties. That letter explained the purpose of the evaluation and described the procedure in place to protect the rights of the juveniles as subjects of research. A consent form was included with the letter. If a parent consented to the juvenile's participation in the survey and/or focus group, the parent was asked to sign and return the consent form in the postage-paid envelope. The evaluation team received one Christian County parental consent, two Peoria County parental consents, and one Winnebago County parent consent.

Surveys were sent to the five juveniles for whom we received parental consent; one returned a survey. In addition, two surveys were sent to juvenile participants who were 18 years old or older at the time of the survey; neither was returned. At that time, the evaluation team concluded that sufficient consents had not been received to make it worthwhile to arrange for the first focus groups.

Parents/guardians are in a position to gauge the impact of programming on juvenile offenders. Therefore, the initial methodology planned for two focus groups to be conducted with parent/guardian volunteers to obtain their perceptions of and reactions to the centers. Parents/guardians were to receive written invitations to

participate in the focus groups. Those letters were designed to explain the purpose of the groups, ensure them that participation is voluntary, and describe steps taken to ensure that focus group participation is confidential. The focus groups initially were not to take place at the program facilities. Parents were assured that evaluation team members would take written notes about what was said by the focus group participants and no record of who participated or who made particular comments during the focus groups would be kept.

The Modified Plan

Given the disappointing response from the parents/guardians to the requests for consent to contact the juveniles, the evaluation team contacted the ICJIA and the program staffs to discuss needed revisions in the means being used to elicit information from juveniles and their parents/guardians. We proposed three changes: 1) a change in the way we would communicate with the juveniles and their parents, 2) replacing the second survey/focus group procedure with only focus groups, and 3) changing the location of both the juvenile and parent/guardian focus groups. The major disadvantage to the changes were an increased danger of juveniles or parents perceiving that their participation in the research was coerced in some fashion. Letters to the parents and juveniles describing the focus group process, the purpose of the research, and their rights as human subjects were designed to minimize those dangers. A copy of those letters and the focus group protocols are included in Appendix D.

The evaluation team sought the aid of the programs' staff in the three counties to distribute the parental consent documents to the parents. Program staff provided the parents with a letter inviting them to meet with the evaluators at the program offices.

During that meeting, the evaluators provided the parents with letters seeking consent to contact the juveniles and orally explained the contents of the letter. Parents were asked if they were willing to discuss the program with the evaluators. After that discussion, those remaining were asked if they would consent to us inviting their children to a similar focus group. Those who agreed signed consent forms.

The evaluation team asked program staff for permission to conduct juvenile focus groups during a time when the juveniles usually were assembled as a group at the centers' facilities. Those juveniles for whom we had signed parental consents were invited to go to a particular room with evaluation staff. No program staff were present in the focus group room. Juveniles were assured (orally and in writing) that participation was voluntary and focus group comments were anonymous.

Analysis of Program Document Readability

One of the research questions included in the evaluation proposal focused on the readability of the documents the programs provided to their clients and the parents/guardians of those clients. Each program was asked to provide a copy of those documents to the evaluation team. The evaluation team's reading specialist examined those documents to determine their reading level. That analysis and her recommendations are included in Appendix E.

III. CHRISTIAN COUNTY JUVENILE PROBATION EXTENDED DAY PROGRAM

County Portrait

Locale and Population

Christian County, in the Fourth Judicial Circuit, is located in central Illinois (see Figures 3.1 and 3.2). It is a rural, farming, blue-collar county covering 709 square miles, adjacent to Sangamon County, the site of the state capitol. Taylorville, the county seat and home to 11,270 people, is the largest city in Christian County, accounting for approximately one-third of the county's population. Other populous cities within the county are Assumption, Kincaid, Morrisonville, Pana, and Stonington.

Figure 3.1: Christian County, Illinois

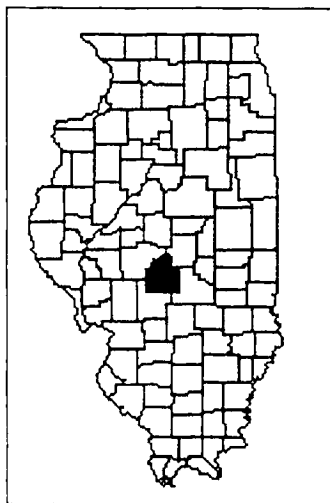
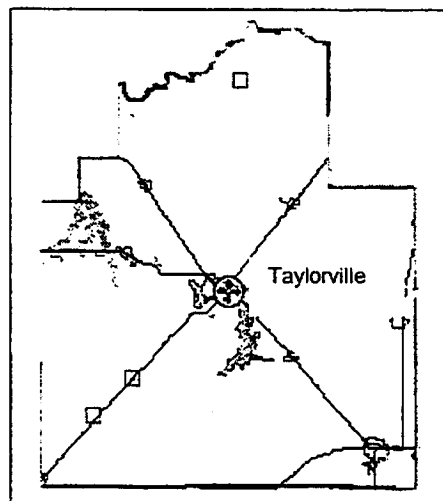


Figure 3.2: Christian County in Detail



Since 1980 when Christian County had 36,400 residents (Geostat, 1988), the population has decreased, although it has remained relatively steady in the 1990s. In 1996 the population of Christian County was 34,700 persons, making it 43rd largest of 102 Illinois counties (Illinois Statistical Abstract, 1997), which makes it the least populated county in this evaluation. Population projections indicate that the county's population will continue to decrease over the next 2 decades, falling to 32,600 by the

year 2020 (Illinois Statistical Abstract, 1997). Of interest in this evaluation is the number of youths residing in Christian County. In 1990, youths between the ages of 5 and 17 were the largest population group in the county, accounting for 18.4% of the population (Geostat, 1994).

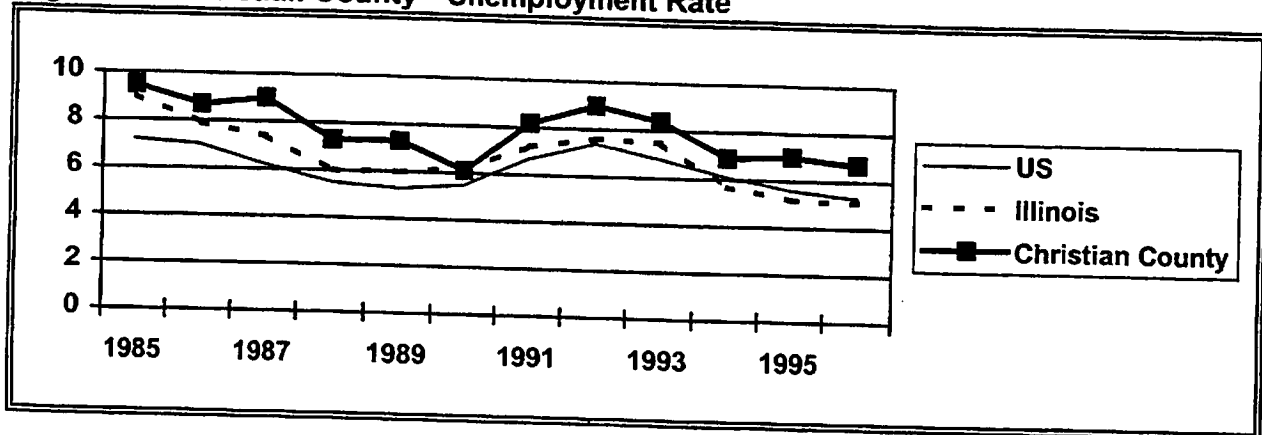
With respect to population demographics, Christian County is a predominately Caucasian (99.3%) region. Of the Christian County residents 25 years of age and older (roughly 23,000), nearly 27% have less than a high school education. The largest group (43.9%) has completed high school (Illinois Statistical Abstract, 1997).

Employment and Income

In 1995, Christian County had a per capita personal income (PCPI) of approximately \$19,000. This PCPI was lower than both the state average of \$25,000 and the national average of \$23,000. The county's 1985 PCPI was even less, at \$13,000 (Illinois Statistical Abstract, 1997). In 1995, the county's median household income was approximately \$31,400 (US Census). In the same year, 10% (3,509 persons) of all Christian County residents reported incomes below the poverty level. Additionally, approximately 16% of people under age 18 in the county lived in poverty (US Census).

Christian County's unemployment rate has been variable over the last two decades (see Figure 3.3). The most recent figures show that in 1996 the unemployment rate was 7%. Between 1985 and 1996, the rate reached a high of 10% in 1985, and a low of 6% in 1990. With the exception of 1990, the county unemployment rate has been higher than both the US and state rates (Illinois Statistical Abstract, 1997).

Figure 3.3: Christian County—Unemployment Rate



In 1991, the civilian labor force was slightly more than 17,000 people. Christian County experienced a 2.1% increase in the labor force between 1980 and 1990 (Geostat, 1994). At one time, a large portion of the workforce was employed in the coal-mining industry, but due to the environmental implications of the high-sulfur content of the coal, almost all of the mining operations have closed. In 1990, a majority of the civilian labor force (20.3%) was employed in wholesale and retail trade (Geostat, 1994).

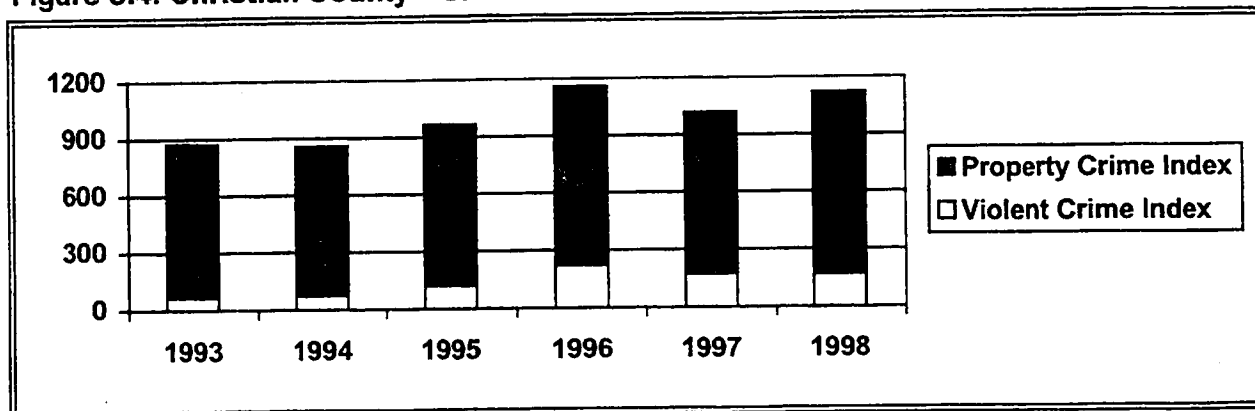
Prevalence of Crime

Two indicators are commonly used to report levels of crime and subsequent police response: the number of crimes known to law enforcement as having occurred within a particular jurisdiction, and the number of arrests made. This information was obtained from Illinois State Police data using the Crime Index. Eight separate offenses, in two categories, comprise the Crime Index: murder, criminal sexual assault, robbery, and aggravated assault (violent index offenses); and burglary, theft, motor vehicle theft, and arson (property index offenses).

Crimes Known to Police

Illinois Uniform Crime Reports (IUCR) records show that 1,122 serious crimes were known by law enforcement to have occurred in Christian County during 1998. The majority of these serious crimes (84.9%) were property index offenses; violent index offenses accounted for the remaining 15.1%. As shown by Figure 3.4, the number of violent index offenses has alternately decreased and increased in the last 6 years. The number of property index offenses has followed a similar pattern (Illinois State Police [ISP], 1995, 1997, 1999).

Figure 3.4: Christian County—Crime Index



In Christian County, nearly all violent index offenses are aggravated assaults and criminal sexual assaults. In 1998, there were 155 aggravated assaults, down from a high of 190 in 1996. In 1998, there were 11 criminal sexual assaults, the second year in a row the frequency decreased. Christian County is the only county in this evaluation without a murder in 1997 or 1998. Not surprisingly, in keeping with statewide figures, most property index offenses in the county were either burglary or theft (96.2% of all 1998 property index offenses). There was a 16.1% increase in theft between 1997 and 1998, from 647 to 751; whereas the largest decrease (20%) was arson, from 10 to 8 (ISP, 1995, 1997, 1999).

Arrests Made by Police

According to IUCR records, Crime Index arrests formed a fluctuating pattern from 1993 to 1998. During 1998, Christian County law enforcement officials made 321 Crime Index arrests, an increase of 67 arrests from the previous year. Slightly more than one-third (34.6%) were violent index arrests, while the remainder (65.4%) were property index arrests. The greatest number of violent index arrests in 1998 (96.4%) were for aggravated assault; the largest number of property index arrests (76.7%) were for theft (ISP, 1995, 1997, 1999).

Juvenile Justice System

This section details information on the county's juvenile justice system, including the number of delinquency petitions, adjudications, active probation caseloads, detention placements, and IDOC commitments.

Delinquency Petitions, Adjudications, and Probation Caseloads

Petitions of delinquency in juvenile courts are similar to misdemeanor and felony criminal complaints in adult court. According to AOIC records, between 1994 and 1997 there were 468 delinquency petitions filed in Christian County; of these, only 139 (29.7%) resulted in adjudication. Christian County's adjudication rate was less than half the rates of the other two counties in this evaluation. As exhibited in Table 3.1, the number of petitions in that time frame increased, decreased, and increased, ending with 149 petitions filed in 1997. The number of adjudications followed the same fluctuating trend. Data regarding active juvenile probation caseloads as of the end of each year between 1994 and 1997 also were obtained from the AOIC. Those records, as shown

in Table 3.1, revealed a steadily increasing caseload. Most recently in 1997, the county caseload was 192 juveniles (AOIC, 1995, 1996, 1997, 1998).

Table 3.1: Christian County—Petitions, Adjudications, and Probation Caseloads

	1994	1995	1996	1997	TOTAL
Delinquency petitions	83	129	107	149	468
Adjudications	29	38	29	43	139
Active probation caseload	95	133	144	192	564

Detention Placements and Juvenile IDOC Commitments

From 1994 through 1997, 48 juveniles from Christian County were admitted to detention³ (see Table 3.2). Christian County juveniles accounted for only a small fraction of all state detention admissions during that time. These detention admissions include pre-adjudication admissions, admissions as court disposition, and admissions for contempt. The 1997 total of 10 admissions was a decrease over the two previous years (AOIC, 1995, 1996, 1997, 1998).

According to AOIC records, there were 24 commitments from Christian County to the IDOC's Juvenile Division between January 1, 1994 and December 31, 1997.⁴ These commitments accounted for less than 1% of all Illinois juvenile commitments during that time. As displayed in Table 3.2, the pattern of commitments decreased, increased, and decreased, ending with six commitments in 1997. There were an even number of full commitments and evaluations (AOIC, 1995, 1996, 1997, 1998).

³ Note that during that time a juvenile could have been admitted to detention more than once.

⁴ Note that during that time a juvenile could have been committed more than once.

Table 3.2: Christian County—Detention Admissions and IDOC Commitments

	1994	1995	1996	1997	TOTAL
Admissions to Detention					
Pre-adjudication	2	1	13	7	23
As court disposition	7	12	2	2	23
For contempt	0	0	1	1	2
Total	9	13	16	10	48
Commitments to IDOC					
Full commitment	3	1	5	3	12
Evaluation	3	3	3	3	12
Total	6	4	8	6	24

Program Description

The Christian County Juvenile Probation Intensive Extended Day Program began accepting cases in October 1997. The program's purpose is to provide an optional approach for serious or chronic juvenile offenders. Minimum criteria are: the offender be age 12-17, have at least one prior delinquency adjudication, have a current offense involving violence or drugs, and be classified as needing maximum supervision. The goal of the program is to extend expanded supervision and services to these minors and require accountability in an attempt to reduce their risk of re-offending and being subject to institutional placement.

Services and Programs

The Christian County Probation Department proposed an array of services and control measures to assist in modifying and monitoring offender behavior. Educational services are one of the enumerated components of the program. Participants are required to attend school either in a mainstream school, an alternative school recently established by the Regional Superintendent of Schools, or a high school equivalency degree program. In addition, the program proposed to acquire tutoring services for program participants from a certified teacher. As of the date of this report, the program

has been unable to acquire tutoring services but continues to explore options to provide this service. The program acquired mental health and substance abuse assessment and counseling services through a contract with local providers. The program is designed to direct participants to these services as deemed necessary by program staff.

The probation department committed to the delivery of additional services in the form of Moral Reconciliation Therapy (MRT) and Life Skills Training. All program participants are required to attend MRT and Life Skills groups. The program officer facilitates the MRT sessions. Individual exercises are provided in a workbook, which are the basis for group discussion. Participants are excused from the Life Skills group if employment conflicts with group meeting times.

MRT is a treatment method designed for use with clients "resistant" to treatment (Little & Robinson, 1988, p. 135). The theoretical assumption behind MRT is that moral judgment affects human behavior and relationships. Thus, the development of moral reasoning should enable a criminal to engage in more socially acceptable decision-making, thus reducing recidivism. Little and his colleagues have completed numerous evaluations of MRT. In one such evaluation involving adult male offenders, after three years post-release, offenders who received MRT had fewer arrests and lower rates of recidivism than did a non-treated group of offenders (Little, Robinson, & Burnette, 1991). MRT also proved promising with drug and alcohol offenders. Little and Robinson (1989) reported these offenders demonstrated increased moral reasoning, self-esteem, and identity after MRT. Preliminary recidivism data also appeared to demonstrate the positive impact of receiving this treatment.

It has been suggested that although social skills can be successfully taught, maintenance and generalization of acquired skills are less likely (Coleman, Pfeiffer, & Oakland, 1992). However, Thompson, Horn, Herting, and Eggert (1997) evaluated a drug prevention program for high-risk youths and found the program had a positive impact. The evaluated program incorporated life skills training because it has been recommended that such training be an element of anti-drug measures. This program specifically addressed self-esteem enhancement, decision-making, personal control, and interpersonal communication. After program participation, youths reported using hard drugs less often; showed reduced levels of depression, anger, and stress; and demonstrated higher self-esteem.

Control Measures

Control measures available for extended day program participants include the establishment of curfews and the use of electronic monitoring. The program officer also is allowed to conduct random drug testing of day reporting participants. In addition, the officer has a maximum caseload of 20, which was established in order to allow the officer an opportunity to provide closer monitoring of probationer compliance with court orders through home, office, and other contacts with the probationer and service providers.

The extended day program is designed to hold participants accountable for the delinquent behavior that led to their placement on probation, as well as their actions while in the program. Program design required all participants to perform public service work as one way to repay their debt to the community. In addition, when it is appropriate, minors are required to provide restitution to the victims of their delinquent

behavior. Participants are held accountable for non-compliance with the terms of their probation through the use of administrative sanctions issued by the extended day officer for less serious infractions, or petitions for revocation of probation for serious or chronic infractions.

Case Processing

The developers of the extended day program created two avenues for admission into the program. Minors enter the program as the result of a court disposition for a delinquent offense or as the result of a disposition for a violation of probation. In either case, before the court enters a disposition in the case, the minor's file is reviewed by the chief probation officer who verifies program eligibility. If the probation staff determine the minor is eligible for participation and there is room in the program, the probation department forwards a recommendation for program participation to the court. The court then has the final discretion to order program participation. Program staff indicate that the program gained rapid acceptance from the court, prosecutors, and the defense attorneys. Thus far, recommendations for program participation routinely have been followed.

Organizational Structure

The design for the Christian County Juvenile Probation Intensive Extended Day Program provided for a program coordinator to oversee the day-to-day operations of the program. The program coordinator is supervised by the chief probation officer. Also, the program design called for a case management committee composed of the program coordinator, chief probation officer, and the senior probation officer. This committee was to meet periodically to assess the progress of each juvenile.

Program Evolution

Issues that have arisen for the Christian County Juvenile Probation Intensive Extended Day Program from August 15, 1997 (program inception) through May 1999 include programming, workload, resource, and staffing concerns.

Programming Issues

A number of programming issues arose for the Christian County program including the addition of a new program offering, changes in existing programs, and the status of relationships with service providers. Programming was expanded to include anger management, first offered to participants in March 1999. The curriculum (designed to run 9 to 11 weeks) was acquired through an agency concentrating on preventing youth crime and violence. Interviews with probation staff involved in the decision to add this programming revealed they hoped the addition would serve two purposes. First, program staff observed that many of the daily problems participants experienced related to how the youth interacted with people when things did not go the way the participant preferred. Staff believed the anger management curriculum would help participants cope with the adversities of every day human interaction. Staff also wanted a constructive way to occupy the time of participants who were either attending high school equivalency degree classes or the local alternative school. These students had a shorter school day than did those attending conventional schools. At the time the curriculum was introduced, only two participants were in conventional schools.

During the evaluation period, the delivery of the life skills curriculum changed. A local professional involved with prevention of youth crime and violence began

co-facilitating the life skills groups with the extended day program officer and eventually began leading the groups in November 1998. The programming was not altered by the change in facilitators. However, one area of concern for those associated with the program was the need for a more defined curriculum for the life skills component. Currently, life skills programming is based upon materials collected from a variety of sources and upon an informal determination by program staff of the participants' needs. Interviewees disclosed that available curricula are either out dated or cost prohibitive. They continue to search for an affordable and relevant alternative.

Another programming area in which changes have occurred is substance abuse programming. The program was designed to meet infractions with swift action so participants can clearly associate sanctions with their own misbehavior. Originally, drug treatment was the consequence for repeated positive drug tests. However, in some instances a 3-week waiting list exists for treatment. Program staff believe this creates too great a separation between act and consequence to be effective. Program staff attempted to negotiate a swifter response from the treatment providers. However, residential placement often is not available immediately. Electronic monitoring also was utilized in some instances to provide a sanction and enhanced monitoring of participants from the time of a program violation until residential treatment was available.

Another issue regarding programming is the degree to which treatment providers expel participants from treatment for non-compliance with treatment rules. Interviews with individuals associated with the program revealed that in isolated instances the interviewees believed treatment providers acted too quickly in expelling participants for lack of progress or making threats. In those instances, program staff attempted to

negotiate with treatment providers to allow participants to remain in treatment despite misconduct on the part of the participant.

Despite occasional disagreements, the relationship between the program and the various service providers that interact with the program has remained stable and positive. The program entered into contracts with the county mental health agency and a substance abuse treatment provider for services for program participants at a competitive rate. The program continues to receive services from these agencies. When necessary to gain quicker access to services or specialized services, the program has acquired treatment services from other providers. In addition, the program has maintained a stable relationship with the county alternative school for educational services for program participants.

Those probation staff interviewed acknowledged that the constant contact between the program coordinator and the treatment providers has enhanced the ability of the department as a whole to obtain treatment services. Those interviewed believed the entire department utilized the personal relationships the program coordinator formed with treatment professionals and the increased knowledge the coordinator acquired of the operations of the treatment providers. Also, interviewees indicated the perception that the program coordinator was closely monitoring the caseload enhanced the program's relationship with the local schools.

Caseload Issues

To date the program has been unable to attain the caseload goals established in the program proposal. The changes in the caseload during the course of this evaluation are illustrated in Table 3.3. The greatest caseload size was 11 during June and July

1998. The anticipated caseload for the program after the first year was 20 participants. Monthly reports submitted by the program to the ICJIA indicate no new cases were added to the program from June 1998 through October 1998. One case was added in November 1998, but no others were added through the close of data collection on March 31, 1999.

Table 3.3: Christian County—Entry and Exit from Program

Clients	OCT 97	NOV 97	DEC 97	JAN 98	FEB 98	MAR 98	APR 98	MAY 98	JUN 98	JUL 98	AUG 98	SEP 98	OCT 98	NOV 98	DEC 98	JAN 99	FEB 99	MAR 99	
1																			C
2											C								
3																			C
4																			C
5																			S
6																			C
7																			C
8										U									
9																			C
10																			C
11																			C
12																			C
Monthly Totals	3	5	6	8	8	8	9	10	11	11	10	10	9	10	10	10	10	10	6

U = Unsuccessful Discharge, S = Successful Discharge, C = Continuing

During the evaluation period three offenders were terminated unsuccessfully and one person successfully completed the program, leaving an active caseload of eight at the end of the data collection period. One opinion expressed in interviews with probation staff regarding the difficulty in attaining the target caseload was that the requirement of consent to enter the program on the part of the parent and the youth might contribute to the lack of participants. This individual advocated court-ordered participation provided the individual otherwise met the screening criteria. It also was noted that the program requires any individual with a positive drug test prior to program

entry to complete treatment before entering the program. It was noted that several individuals might soon enter the program if they successfully complete this pre-program treatment.

Resource Issues

Lack of space has been the primary resource issue. For example, the program acquired a computer to assist with the educational component, but was unable to utilize the computer for several months until program staff were able to find a location for the machine. It appears the probation department has outgrown its current location in the courthouse. Interviews indicate negotiations are underway to find additional space either within or outside the courthouse. Space also is a concern regarding MRT and Life Skills groups conducted with program participants. Currently, these group sessions are held at a building housing the county sheriff's department and jail. While those involved with the program acknowledge the cooperation of the sheriff in providing the space, both interviews and observations indicate the limitations of the space. The area lacks privacy and soundproofing and is thus not conducive to open and serious conversation. On occasion, sessions have been held in the law library located at the county courthouse. One interviewee involved with the program expressed the belief that group participation was better when sessions were held in this environment because there were fewer distractions.

Staffing Issues

Staffing issues regarding the program coordinator position arose near the end of the evaluation period. The original program coordinator left the probation department in April 1999. She was replaced on an interim basis from within the department.

However, that replacement officer left the department in June 1999. The search for a new program coordinator is ongoing. Another staffing change concerned the operation of the case management committee. The program design provided for a case management committee composed of the program coordinator, chief probation officer, and senior probation officer. During the course of program implementation, the senior probation officer was replaced on the committee by the participant's probation officer.

Another development that arose over the course of program implementation involved the court order for program participation. Initially, a provision requiring day reporting participation was inserted into a standard juvenile probation order. However, interviews and program documents indicate this practice left some program requirements unstated. As a result, program staff developed a separate order for day reporting participation. This allowed the unique requirements of the program to be clearly enumerated.

Description of the Program Participants

The Christian County program participants have ranged in age from 14 years to 17 years old. Most participants (66.3%) were 15 or 16 years old when ordered to the program. Three-quarters of the participants were male and all but one was identified as white/Caucasian. Only four of the participants were not attending school while in the program; these four were pursuing high school equivalency degrees. These and other participant demographics are displayed in Table 3.4.

Table 3.4: Christian County—Participant Characteristics

Age When Ordered to the Program	N	%
14 years	3	25.0
15 years	4	33.3
16 years	4	33.3
17 years	1	8.3
Total	12	99.9 ¹
Average = 15.5 years Std. Dev. = .9 years Median = 15.7 years		
Gender		
Female	3	25.0
Male	9	75.0
Total	12	100.0
Racial/Ethnic Identification		
White/Caucasian	11	91.3
Mixed race	1	8.7
Total	12	100.0
Attending School		
No ²	4	36.4
Yes	7	63.6
Total	11	100.0
Last Grade Completed		
Seventh	1	9.1
Eighth	3	27.3
Ninth	6	54.5
Tenth	1	9.1
Total	11	100.0

¹ For all tables, totals above or below 100.0% are due to rounding.

² All four not attending school are pursuing high school equivalency degrees.

All program participants had at least one prior offense before being ordered to the program (see Table 3.5).⁵ They averaged 15.6 years old at the time of their first offense. Half of the participants had prior offense records in which property offenses predominated.⁶ One-quarter of the participants had at least one offense against persons and 41.7% had at least one drug offense in their offense histories. None of the participants had a weapon offense in their history.

⁵ Prior offenses include all charges for which a juvenile was arrested in the county where the program is located. Information was not available for dispositions on a sufficiently consistent basis to include only adjudicated charges.

⁶ Predominant offense type was determined by adding the number of charges of a particular type (e.g., property offenses) and determining whether the number of charges of that particular type constituted a majority of the offenses charged. If no particular type of offense was in the majority, the offense type was coded as mixed.

Table 3.5: Christian County—Prior Offenses

Number of Prior Offenses	N	%
One	7	58.3
Two	1	8.3
Three	4	33.3
Total	12	99.9
Age at the Time of First Prior Offense		
12 years	1	9.1
13 years	3	27.3
14 years	4	36.4
15 years	2	18.2
16 years	1	9.1
Total	11	100.1
Average = 15.6 years Std. Dev. = 1.1 years Median = 15.3 years		
Predominant Type of Prior Offenses		
Person	1	8.3
Property	6	50.0
Drug	2	16.7
Mixed	3	25.0
Total	12	100.0
Prior Offense Characteristics		
At least one drug offense among priors	5	41.7
At least one offense against persons among priors	3	25.0

Offenses leading to program participation are displayed in Table 3.6. One-fourth of the juveniles were placed in the program as the result of a property offense and one-fourth as the result of a drug offense. One-fourth of the participants had at least one offense against persons; none had a weapons offense as part of the offenses leading to program participation. One-half of the participants had at least one drug offense in their current offenses.

Eleven of the participants were on probation when ordered to the program; one was on supervision. As displayed in Table 3.6, all 12 were placed on probation as part of the disposition of the offense that led to their program participation. Their terms of probation ranged from 12 through 30 months. Most (66.7%) were placed on probation for 2 years. In addition to terms of probation and program participation, 83.3% were ordered to perform public service and 25.0% were placed on electronic monitoring.

Table 3.6: Christian County—Program Offenses and Disposition

Type of Offense Leading to the Program	N	%
Person	1	8.3
Property	3	25.0
Drug	3	25.0
Procedural	1	8.3
Mixed	4	33.3
Total	12	99.9
Program Offense Characteristics		
Program offense drug-related	6	50.0
At least one program offense against person	3	25.0
Length of Probation		
12 months	1	8.3
18 months	2	16.7
24 months	8	66.7
30 months	1	8.3
Total	12	100.0
Conditions of Probation in Addition to the Program		
Term of probation	12	100.0
Public service hours	10	83.3
Electronic monitoring	3	25.0

Participants' Program Performance

The evaluation team obtained information about the juvenile clients, their offense history, and program participation from the probation department and circuit court case files. As previously discussed, program participants were required to attend group MRT sessions, group Life Skills sessions, and individual appointments with the probation officer in charge of the day reporting program. As shown in Table 3.7, on average, participants attended 80% or more of each required session.

Table 3.7: Christian County—Program Attendance

Activity	Average	Std. Dev.	Median	Min.	Max.
Percent of MRT sessions attended	84.4	15.7	87.0	45.5	100.0
Percent of Life Skills sessions attended	80.1	13.7	80.0	58.7	100.0
Percent of individual appointments attended	84.9	20.0	91.9	33.3	100.0

Substance Use Testing

Three-fourths of the participants had evidence in their case files of substance abuse.⁷ Program participants also were required to submit to random drug testing by the day reporting officer (in addition to any testing conducted by substance abuse treatment providers). Data from the files were compiled to determine the average intervals between drug tests for each individual participant.⁸ Table 3.8 presents a summary of the results. One-half of the participants averaged one drug test every 7 to 12 weeks; one quarter were tested more often and one-fourth were tested less often. There was no apparent relationship between the frequency of drug testing and the participants' histories of testing positive. Three of the participants (25.0%) were negative on all substance use tests recorded in their case files. Four of the participants were positive on over half of the reported tests. The most common substances detected by the positive tests were THC (15 positives); alcohol (2 positives); and cocaine (2 positives).

Table 3.8: Christian County—Substance Use Testing

Evidence of Substance Use Testing in File	N	%
No	3	25.0
Yes	9	75.0
Total	12	100.0
Average Frequency of Program Substance Use Tests		
Once every 6 weeks or more often	3	25.0
Between once every 7 weeks and once every 12 weeks	6	50.0
Once every 13 weeks or less often	3	25.0
Total	12	100.0
Average = 2.6 months	Std. Dev. = 1.5 months	Median = 2.2 months
Percent of Positive Tests		
No positive tests	3	25.0

⁷ Such evidence included adjudication on a charge involving substance abuse, history of substance abuse, and/or treatment for substance abuse.

⁸ Only substance use tests recorded in the participant case files are included here. The results of tests administered by treatment providers are not included unless those tests were included in documents provided to the program and included in the participant's case file.

25% or fewer	2	16.6
26-50%	3	25.0
51-75%	2	16.6
76% or more	2	16.6
	Total	12
Average = 37.6%		Std. Dev. = 33.9%
		Median = 34.9 %

Programs and Services Participation

During data collection, the research team collected information on the types of external programs and services provided for the juveniles in Christian and Peoria Counties while active in their programs.⁹ Specific programming of interest included mental health services, substance use treatment, and other services. From information available in the case files, the research team attempted to record type of treatment received, the treatment provider, dates of treatment, and treatment status. Some of this information was difficult to glean from the paperwork found in the case files.

In Christian County, three juveniles received mental health services at the Christian County Mental Health Center. The outcomes of these services were unknown. In addition, seven juveniles received other types of services. Six participants received Unified Delinquency Intervention Services (UDIS). Two completed UDIS successfully, one was unsuccessfully discharged, one outcome was unknown, and two were still in progress at the end of data collection. One juvenile also successfully completed the Wilderness Stress Program.

All but one participant received substance abuse programming. Several received treatment more than once, including one juvenile who entered treatment five times while in the Extended Day Program. The treatment providers included Triangle Center (outpatient and preventative education), Gateway (inpatient), Lighthouse (inpatient),

⁹ It is common for juveniles in the Winnebago County Day Reporting Center to receive treatment prior to program admittance.

Proctor Hospital (inpatient), and Rosecrance (long-term inpatient). Proctor Hospital and Triangle Center were used most frequently—six times each. For the five juveniles in treatment more than once, three were unsuccessfully discharged from their first treatment experience. Two juveniles successfully completed the first time, suggesting they suffered relapses and needed to re-enter treatment. Based on their last treatment admittances, an equal number of juveniles were discharged successfully and unsuccessfully (n=4 each). One outcome was unknown and two were still in treatment at the end of the data collection period.

Officer Contacts

Participants' case files contained the day reporting officer's case notes that allowed the tabulation of the number of contacts made by the program officer with the participants' families and schools (see Table 3.9). On average, the Day Reporting Program officer contacted participant's families 1.8 times per month. The number and frequency of school contacts was compiled only for those whose files indicated they were attending school. On average, the program officer contacted participants' schools once every 2.1 months.

Table 3.9: Christian County—Officer Contacts

Activity	Average	Std. Dev.	Median	Min.	Max.
Average number of program contacts with family per month	1.8 contacts	1.1 contacts	1.6 contacts	.5 contacts	4.8 contacts
Average number of months between program contacts with school	2.1 months	2.1 months	1.3 months	.35 months	7.8 months

New Offenses

Three-quarters of the participants had at least one new offense while in the program (see Table 3.10). The majority of those with new offenses committed them

after their first 6 months in the program. The type of new offenses committed was similar to the types of offenses committed previously by the participants. A minority of participants had at least one drug offense among their new offenses (44.4%) or at least one offense against persons in their new offenses (44.4%). None of the participants' records indicated any weapons offenses among the new offenses.

Table 3.10: Christian County—New Offenses While in Program

Number of New Offenses	N	%
None	3	25.0
One	3	25.0
Two	6	50.0
Total	12	100.0
Months in the Program at the Time of First New Offense		
Less than one month	2	22.2
More than 1 month but less than 6 months	2	22.2
More than 6 months but less than 1 year	5	55.5
Total	9	99.9
Average = 6.0 months Std. Dev. = 4.0 months Median = 7.1 months		
Predominant Type of New Offense		
Property	2	22.2
Drug	2	22.2
Driving	1	11.1
Mixed	4	44.4
Total	9	99.9
New Offense Characteristics		
At least one drug offense among new offenses	4	44.4
At least one offense against persons among new offenses	4	44.4

Program Status

Table 3.11 summarizes the status of the program participants. Four have been discharged from the program—one successfully and three unsuccessfully. The program staff made the determination of whether a discharge was successful or unsuccessful at the time of program exit. Two of the three unsuccessful discharges committed new offenses for which one was charged automatically as an adult and one was waived to adult court. The third unsuccessful discharge occurred when the

participant was committed to the IDOC as the result of a Petition to Revoke Probation for not complying with substance abuse treatment.

Table 3.11: Christian County—Program Status

Status	N	%
Still in program	8	66.7
Discharged, successful	1	8.3
Discharged, unsuccessful	3	25.0
Total	12	100.0
Discharged from Program to		
Returned to regular probation	1	25.0
IDOC commitment	2	50.0
Released from probation	1	25.0
Total	4	100.0

IV. PEORIA COUNTY ANTI-GANG AND DRUG ABUSE UNIT

County Portrait

Locale and Population

Peoria County, in the Tenth Judicial Circuit, is located in the heart of Illinois along the Illinois River, at the midpoint between Chicago and St. Louis, Missouri (see Figures 4.1 and 4.2). The city of Peoria serves as the county seat and is home to nearly 113,000 people. Other highly populated cities within the 621 square mile urban county include Peoria Heights, Bartonville, Chillicothe, Elmwood, and Princeville.

Figure 4.1: Peoria County, Illinois

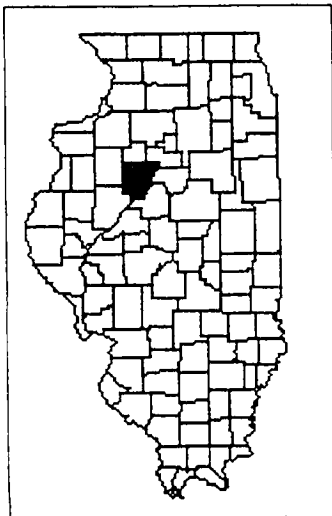
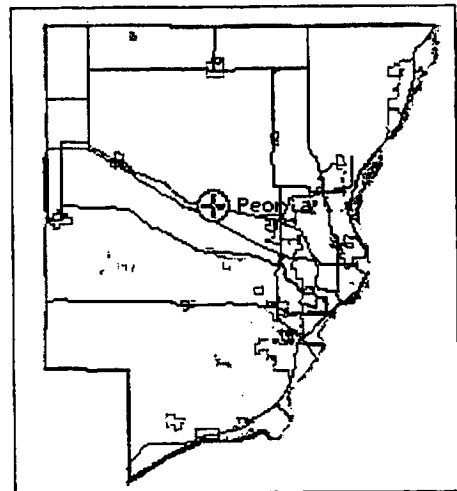


Figure 4.2: Peoria County in Detail



Peoria County's population dropped from 200,500 in 1980 (Geostat, 1988) to 182,800 in 1990, but 1996 Census estimates ranked it the 11th largest of 102 Illinois counties in population, with 183,337 people (Illinois Statistical Abstract, 1997). This increase could be short lived; population projections estimate that the county's population should decline by just over 9,900 persons by the year 2020 (Illinois Statistical Abstract, 1997). This evaluation focuses on youths, so it is important to note that in

1990 youths between the ages of 5 and 17 comprised the largest segment of the population (19.0%; Geostat, 1994).

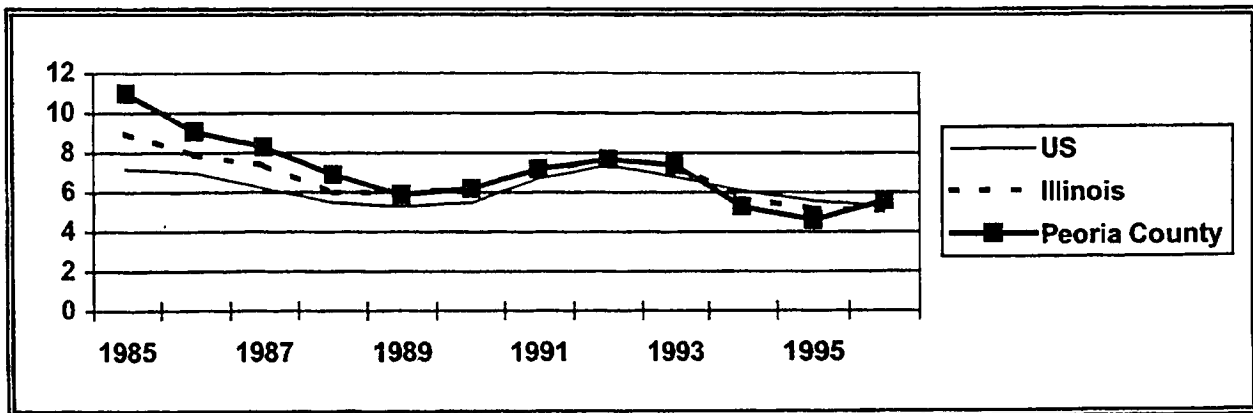
Population demographics report that the majority of Peoria County residents are Caucasian/white (84.4%). Of the county residents age 25 and older, 22.1% have less than a high school education. The largest group of residents (31.4%) has earned high school diplomas (Illinois Statistical Abstract, 1997).

Employment and Income

The 1995 per capita personal income (PCPI) for Peoria County matched the national average of \$23,000, but was slightly less than the state average of \$25,000. The PCPI in 1985 was \$14,000, considerably lower than the current standing (Illinois Statistical Abstract, 1997). In 1996, the county's median household income was approximately \$36,600 (US Census). In the same year, 13.5% (24,264 people) of all Peoria County residents claimed to live beneath the poverty level. Additionally, nearly one-fourth of the county population was impoverished people under the age of 18 (US Census).

Peoria County's unemployment rate has varied greatly since 1985 (see Figure 4.3). The most recent figures show the unemployment rate at 5.6% in 1996. Between 1985 and 1996, the rate peaked at 11.0% in 1985, and plunged to a low of 4.6% in 1995 (Illinois Statistical Abstract, 1997).

Figure 4.3: Peoria County—Unemployment Rate



The civilian labor force was approximately 90,200 people in 1991. Peoria County experienced an 8.4% decline in the labor force from 1980-1990 (Geostat, 1994). According to 1990 figures, wholesale and retail trade provided jobs for 22.5% of the civilian work force, closely followed by manufacturing at 21.1% (Geostat, 1994). Peoria is trademarked by the steel and mechanical goods produced by its factories, from washing machines and furnaces to diesel engines and earth-moving equipment. This is where Caterpillar, known for its global distribution of tractors and road machinery, has its world headquarters (Geostat, 1994).

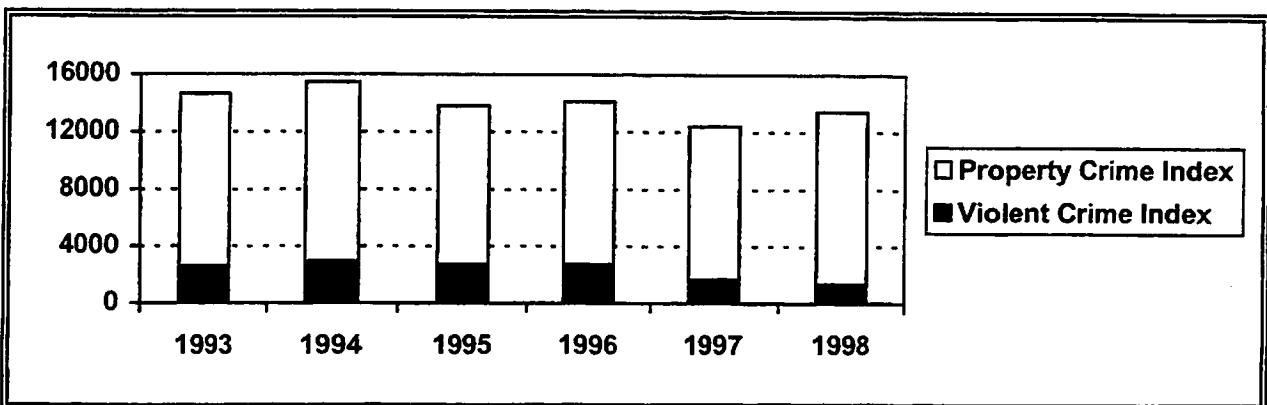
Prevalence of Crime

The number of crimes known to law enforcement as having occurred within a particular jurisdiction and the number of arrests made are the two indicators commonly used to report levels of crime and subsequent police response. This information was taken from the IUCR, a compilation of Illinois State Police data. The IUCR includes violent index offenses (murder, criminal sexual assault, robbery, and aggravated assault), and property index offenses (burglary, theft, motor vehicle theft, and arson).

Crimes Known to Police

According to IUCR data, 13,447 serious crimes were known by law enforcement to have occurred in Peoria County in 1998. As displayed in Figure 4.4, most of these index offenses were related to property (89.7%), with a much smaller number of a violent nature. There was a negligible difference in the number of violent index offenses committed between 1993 and 1996, then it dropped by more than one-third (from 2,767 to 1,701) in 1997, and continued its fall into 1998 (to 1,380). The number of Peoria County property index offenses followed the same pattern with the exception of an increase from 1997 to 1998 (from 10,719 to 12,067; ISP, 1995, 1997, 1999).

Figure 4.4: Peoria County—Crime Index



In Peoria County, most violent index offenses are aggravated assaults (58.7%) and robbery (28.6%), although they have decreased 17.2% and 20.0%, respectively, from 1997. The number of murders fell by almost one-half (45.5%), from 11 to 6, in the same time period. Theft, which increased 6.7% from 1997 to 1998, and burglary, which jumped 26.9%, comprised 86.7% of all property index offenses. Motor vehicle theft also showed a dramatic increase (22.8%). From 1997 to 1998 all four categories of violent index crimes reported decreases; conversely, all four categories of property index crimes recorded increases (ISP, 1995, 1997, 1999).

Arrests Made by Police

According to IUCR data, Peoria County law enforcement agencies saw a gradual decline in the number of crime index arrests for each successive year from 1993 to 1997, until it increased slightly in 1998. The county reported 2,637 Crime Index arrests during 1998; 28.4% were for violent index offenses and 71.6% were for property index offenses. Of all violent index arrests, aggravated assault accounted for the majority (82.1%), while the greatest number of all property index arrests were for theft (72.5%) (ISP, 1995, 1997, 1999).

Juvenile Justice System

This section details information on the county's juvenile justice system, including the number of delinquency petitions, adjudications, active probation caseloads, detention placements, and IDOC commitments.

Delinquency Petitions, Adjudications, and Probation Caseloads

Petitions of delinquency that are handled by juvenile courts are comparable to misdemeanor and felony criminal complaints that are handled by adult courts. AOIC records reveal that there were 1,667 juvenile delinquency petitions filed between 1994 and 1997. Fewer than one-half of the petitions (n=544, 43.6%) led to adjudications.¹⁰ As displayed in Table 4.1, the number of petitions has been on the rise since 1995. The number of adjudications increased each year as well. Data regarding active juvenile probation caseloads as of the end of each year between 1994 and 1997 also were obtained from the AOIC. Those records, as shown in Table 4.1, revealed a fluctuating

¹⁰ The number of adjudications in 1996 were unavailable so that year was left out of the overall calculations of percentage of petitions leading to adjudications.

caseload. Most recently in 1997, the county caseload was 464 juveniles, a slight increase over the previous year (AOIC, 1995, 1996, 1997, 1998).

Table 4.1: Peoria County—Petitions, Adjudications, and Probation Caseloads

	1994	1995	1996	1997	TOTAL
Delinquency petitions	419	378	419	451	1,667
Adjudications	96	197	Unavailable	251	544
Active probation caseload	505	587	444	464	2000

Detention Placements and Juvenile IDOC Commitments

From 1995 through 1997, 1,589 juveniles from Peoria County were admitted to detention facilities(see Table 4.2).¹¹ Peoria County juveniles accounted for only 2.1% of all detention admissions in Illinois during that time. These detention admissions include pre-adjudicatory admissions, admissions pursuant to court disposition, and admissions for contempt. A majority of the admissions (94.6%) were for pre-adjudicatory detention. The 1997 number of 499 admissions was a small decrease from the previous year (AOIC, 1995, 1996, 1997, 1998).

According to AOIC records, there were 323 commitments from Peoria County to the IDOC's Juvenile Division between January 1, 1994 and December 31, 1997.¹² These commitments accounted for 4.8% of all Illinois juvenile commitments during that time. As displayed in Table 4.2, the pattern of commitments decreased, increased, and decreased, ending with 85 commitments in 1997. More than three-fourths were full commitments rather than short-term commitments for evaluation (AOIC, 1995, 1996, 1997, 1998).

¹¹ Data for 1994 were unavailable. Note that during that time a juvenile could have been admitted to detention more than once.

¹² Note that during that time a juvenile could have been committed more than once.

Table 4.2: Peoria County—Detention Admissions and IDOC Commitments

	1994	1995	1996	1997	TOTAL
Admissions to Detention					
Pre-adjudication	Unavailable	505	517	481	1,503
As court disposition	Unavailable	35	29	18	82
For contempt	Unavailable	2	2	0	4
Total	Unavailable	542	548	499	1,589
Commitments to IDOC					
Full commitment	73	62	57	60	252
Evaluation	3	13	30	25	71
Total	76	75	87	85	323

Program Description

The Peoria County Anti-Gang and Drug Abuse Unit (AGDAU) began accepting cases in October 1997. As implied in the program name, the target population for the AGDAU is gang or drug involved youths. The program was designed to intervene with these youths through combinations of organized interventions such as treatment or education, along with planned suppression to control and stabilize behavior. Goals for the AGDAU included providing a method for delivering treatment, alternatives to gang involvement, and appropriate surveillance. It was anticipated that these interventions would result in reduced commitments to the IDOC and other forms of institutional placement. These goals and objectives have remained constant for the program.

Services and Programs

The AGDAU was created for youths at risk for incarceration or institutional placement. It consists of five phases that each youth must successfully complete in order to be successfully discharged from the program. The program design anticipated youths moving through the five phases in 6 months. The first phase is called "Planning and Movement Control" and is designed to stabilize the youth through intensive monitoring and movement control while allowing time for assessment of the client's

needs. Phase two, termed "Counseling, Treatment, and Programming" requires involving the youth in a variety of programming such as Bridges which is directed at providing alternatives to gang involvement, anger management, drug treatment, and other resources as needed. Phase three, "Community Outreach," requires the youth to be accountable to the community through community service work. Phase four, "Re-Assignment," prepares the youth for a return to a standard probation caseload or termination of probation supervision. The final phase, "Tracking and Discharge," provides a final check that all conditions of AGDAU participation have been met prior to successful discharge from the program. This five-phase system has remained intact throughout the life of the program. Initial program design provided for two officers to supervise a caseload of 100 youths.

Case Processing

The AGDAU intake process has remained the same from program inception to the present. Youths may enter the AGDAU as part of their original disposition or as a modification of an existing probation case. Selection for participation is controlled by probation staff who base their initial decision on a scorable screening instrument which attempts to assess the extent of the minor's drug and/or gang involvement. (A copy of the instrument is attached as Appendix F.) Those scoring 30 points or more on the screening instrument are considered for participation in the program. Next, the program is explained to eligible youths and their parent/guardian. If they agree to participate in the program, both parent and child are required to execute an agreement to follow program rules. The matter is then presented to the court for an order requiring participation in and cooperation with the AGDAU.

The intake process for the AGDAU has remained the same during the brief history of the program. However, during interviews, program personnel indicated an increase in the number of individuals ordered to participate in the AGDAU without any prior screening by probation. Program staff and administrators agree that those pre-screened for participation are more likely to comply with program requirements. They noted that part of the screening process is to review the program requirements and determine if the youth is willing to participate. The program personnel believe this disclosure increases compliance with program requirements during the early phases of participation. Also, staff fear that the program will become the referral point for all gang or drug involved youths and thus drive up participant numbers to a level they cannot adequately supervise.

Organizational Structure

The AGDAU organizational structure has not changed from the original design. Two probation officers supervise the AGDAU caseload. These officers work under the direction of both a supervisor responsible for the AGDAU and field services officers and the director of juvenile court services. While all those involved believe the program could serve a greater number of youths, they agree more staff are required before participant numbers can be significantly increased.

Program Evolution

In many respects, the AGDAU has developed as envisioned in the initial program design. The staffing levels have remained consistent throughout and the same individuals have occupied all key positions. The AGDAU established relationships with

drug assessment and treatment providers and has maintained the relationships with the same entities during the entire existence of the program.

While there has been a good measure of stability surrounding the AGDAU, as the program evolved some changes have occurred. Probation personnel have altered their expectations regarding the time needed for participants to complete the program and the desired caseload for the two program officers. This has ramifications for the total program capacity and for the relationship of the program to its treatment providers. Changes also have developed in the program's relationship to the local schools and in the intake process.

Caseload Issues

The original program design envisioned the two program officers jointly supervising a caseload of 100 youths. In interviews with staff and supervisors, all agreed these caseload estimates are not realistic, given the intense level of supervision required for the AGDAU clients. All those involved also agreed the current caseload of approximately 40 clients is the maximum two officers can adequately supervise at the levels required for the AGDAU. Those interviewed believed there are sufficient youths in Peoria County who are eligible for the program to increase the AGDAU caseload but that this would require additional staff or assigning non-field work duties to other staff.

Table 4.3 illustrates the changes in the AGDAU caseload over the course of this evaluation. From October 1997 through March 1999, 51 individuals entered the AGDAU. During this time, 18 youths have left the program. Twelve of these youths completed successfully while the remaining six were unsuccessful. The AGDAU caseload developed gradually during the first months of program operation. Initially, the

AGDAU staff were not allowed to request modifications of existing probation orders to allow offenders to be transferred into AGDAU. After discussing the matter with members of the local juvenile justice system, the AGDAU staff were permitted to request such modifications, which increased the rate of caseload growth. The AGDAU caseload has remained in the 30's since August 1998 and peaked at 40 youths in January 1999.

Table 4.3: Peoria County—Entry and Exit from Program

Client	Oct 97	Nov 97	Dec 97	Jan 98	Feb 98	Mar 98	Apr 98	May 98	June 98	July 98	Aug 98	Sept 98	Oct 98	Nov 98	Dec 98	Jan 99	Feb 99	Mar 99
1													S					
2												S						
3																		
4																		
5																S		
6																	S	
7																		
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9																		U
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49																		
50																		
51																		
Monthly Totals	2	2	2	5	7	16	18	19	23	28	30	32	34	30	36	40	39	33

U = Unsuccessful Discharge, S = Successful Discharge

Another development affecting the long-term capacity of the AGDAU is the change in the amount of time considered necessary to complete the program. Original estimates found in the initial request for program funding were that youths ordered to participate in the AGDAU could move through the five phases in 6 months. However, officers and supervisors interviewed in the course of this evaluation indicated their experience, to date, is that youths take an average of 8 months to complete the program.

This also is borne out by a review of the program files. The research team examined the files of all the AGDAU offenders discharged from the program. These data are illustrated in Table 4.4. The time spent in the AGDAU for the 12 offenders who successfully completed the program ranged from 5 to 12 months, with a mean length of participation of 9.4 months. The time spent in the AGDAU for the six offenders who received an unsuccessful discharge ranged from 5 to 12 months, with a mean time of 7.4 months. The reduced supervision capacity of the two officers and the extended time needed for completion of the AGDAU combine to significantly reduce long term capacity of the program.

Table 4.4: Peoria County—Status and Time in the Program

Status	Average	Std. Dev.	Median	Min.	Max.
Still in the AGDAU (n=33)	6.4 months	3.9	5.1	1.2	14.6
Completed, successful (n=12)	9.4 months	2.2	9.2	5.2	12.1
Completed, unsuccessful (n=6)	7.4 months	3.1	5.9	5.0	12.1

The altered program capacity also affects the relationship of the AGDAU with the entities providing drug assessment services. Because fewer individuals are participating in the program, fewer are in need of assessment services. For this reason, the contract with the drug assessment provider was reduced by approximately 50% after the first year of operations. For treatment services, the reduced numbers in the

program have been at least partially offset by the increased time needed to complete the AGDAU. Program staff interviewed as part of this evaluation noted that the treatment requirement is the most difficult for the participants to complete due to frequent relapses and other setbacks. Despite the changes, representatives from the treatment and assessment service providers who were interviewed as part of this evaluation described their relationship with AGDAU as positive. They also noted that the program officers maintain closer scrutiny of the AGDAU participants than standard probation. All parties expressed faith that a cooperative relationship between probation and the treatment community would work for the benefit of their mutual clients.

The original design for the AGDAU contemplated a close working relationship between the program and the youths' schools. Program staff indicated in interviews that recent developments within the Peoria schools have altered that approach. Program staff asserted that the local schools have developed a zero tolerance strategy for gang involved youths. Students can be suspended for 1 year for admitting gang affiliation or displaying gang signs. On the other hand, program staff believe it is usually beneficial for the youths under their supervision to remain in their school if possible. They fear that identifying a minor as a participant in the AGDAU may label them as an undesirable person in the schools. For this reason, while staff maintain regular contact with the schools in order to monitor participants, they try either not to identify youths as participants in the AGDAU or only to communicate with those individuals who will not automatically reject the AGDAU participants when interacting with the schools.

Direct court referrals bypass the intake and screening process. In these instances, the court orders an individual to participate in the AGDAU without prior

screening by the probation office. Probation officials expressed concern that direct referrals could result in inappropriate individuals being placed in the AGDAU. While members of the Peoria County juvenile justice system acknowledge direct referral has taken place, they agree the occurrences have been very rare.

Description of the Program Participants

The evaluation team obtained information about the juvenile clients, their offense history, and program participation from the probation department case files. The AGDAU participants ranged in age from 11 to 17 years old. One-half of the participants were 16 years old or younger. Most were male (86.3%) and slightly more than one-half were identified as Black/African American (52.9%). The group of participants was nearly evenly divided between those attending school (47.1%) and those not attending school (52.9%). Of those not attending school, 18.5% were pursuing high school equivalency degrees. These and other participant demographics are displayed in Table 4.5.

Table 4.5: Peoria County—Participant Characteristics

Age When Ordered to the Program	N	%
11 years	1	2.0
12 years	3	5.9
13 years	4	7.8
14 years	4	7.8
15 years	12	23.5
16 years	17	33.3
17 years	10	19.6
Total	51	99.9 ¹
Average = 15.7 years Std. Dev. = 1.5 years Median = 16.0 years		
Gender		
Female	7	13.7
Male	44	86.3
Total	51	100.0
Racial/Ethnic Identification		
Black/African American	27	52.9
Hispanic	2	3.9
White/Caucasian	18	35.3
Mixed race	2	3.9
No information	2	3.9
Total	51	99.9
Attending School		
No	27	52.9
Yes	24	47.1
Total	51	100.0
Last Grade Completed		
Fourth	1	2.0
Fifth	3	5.9
Sixth	4	7.8
Seventh	4	7.8
Eighth	15	29.4
Ninth	14	27.5
Tenth	9	17.6
No information	1	2.0
Total	51	100.0
Pursuing High School Equivalency Degrees		
No	20	74.1
Yes	5	18.5
No information	2	7.4
Total	27	100.0

¹ For all tables, totals above or below 100.0% are due to rounding.

The majority of program participants (54.9%) had at least one prior offense (see Table 4.6).¹³ Over 40% of those with priors had records predominantly for property

¹³ Prior offenses include all charges for which a juvenile was arrested in the county where the program is located. Information was not available for dispositions on a sufficiently consistent basis to include only adjudicated charges.

offenses.¹⁴ A small percentage of the participants had at least one drug offense (5.9%) or at least one weapons offense (5.9%) among their prior offenses. Nearly one-fifth (19.6%) had at least one offense against persons in their prior offenses.

Table 4.6: Peoria County—Prior Offenses

Number of Prior Offenses	N	%
None	23	45.1
One	13	25.5
Two	8	15.7
Three	6	11.8
Four	1	2.0
Total	51	100.1
Predominant Type of Prior Offenses		
Person	3	10.7
Property	12	42.9
Drug	1	3.6
Other	2	7.1
Mixed	9	32.1
No information	1	3.6
Total	28	100.0
Prior Offense Characteristics		
At least one drug offense among priors	3	5.9
At least one offense against persons among priors	10	19.6
At least one weapon offense among priors	3	5.9

As shown in Table 4.7, 76.5% of the AGDAU participants were placed in the program as part of the original sentence for an offense. Either the remaining participants were placed into the program as the result of a petition to revoke probation or supervision (5.9%) or when a modification of probation was requested (17.6%). Those placed in the program as the result of a modification of probation were the earliest participants screened by probation for the program, before the juvenile judge began ordering juveniles directly into AGDAU. The dates on which participants completed the screening instrument were compared to the dates on which they were

¹⁴ Predominant offense type was determined by adding the number of charges of a particular type (e.g., property offenses) and determining whether the number of charges of that particular type constituted a majority of the offenses charged. If no particular type of offense was in the majority, the offense type was coded as mixed.

ordered to the program to distinguish those participants screened by AGDAU before being ordered into the program from those participants ordered into the AGDAU before evaluation by the AGDAU officers. As shown in Table 4.7, most participants (70.0%) were screened by AGDAU before being ordered to the program. All participants in AGDAU are serving a term of probation. Those terms range from 12 months through 24 months.

Data were obtained on the offenses that lead to the juvenile's participation in AGDAU (see Table 4.7). Those offenses were categorized by the most frequently occurring offense type for all adjudicated charges for each participant. Property offenses (52.9%) were the most common type of offense leading to AGDAU participation, followed by offenses against person (13.7%) and drug offenses (13.7%). Approximately one-fifth of the participants (21.6%) had at least one drug offense among the charges for which they were adjudicated; 17.6% had at least one offense against persons and two participants (3.9%) had at least one weapons charge.

All AGDAU participants were evaluated for program eligibility using a program screening instrument. (A copy of the instrument is included in Appendix F.) Prospective participants received points on a variety of items focused primarily on substance abuse and gang involvement. The results from those screening instruments for the participants are summarized in Table 4.7. A minimum score of 30 was required for program participation. The participants averaged 48.3 points; 41.2% had between 30 and 39 points; 27.5% scored between 40 and 49 points. Seven participants (13.7%) had scores of 80 points or more. Most participants received points for substance abuse—47.1% had only points for substance abuse and 39.2% had points for both

substance abuse and gang activity. Six participants (11.8%) had points for gang activity but no substance abuse points.

Table 4.7: Peoria County—Program Offenses, Screening, and Disposition

Placed on AGDAU	N	%
As part of original sentence	39	76.5
As a result of a petition to revoke probation/supervision	3	5.9
As a result of a modification of probation	9	17.6
Total	51	100.0
Screened Before or After Being Ordered to the Program		
Screened after	15	29.4
Screened before	35	68.6
No information	1	2.0
Total	59	100.0
Length of Probation		
12 months	22	43.1
18 months	16	31.4
24 months	13	25.5
Total	51	100.0
Type of Offense Leading to the Program—Adjudicated Offenses Only		
Person	7	13.7
Property	27	52.9
Drug	7	13.7
Weapon	2	3.9
Procedural	6	11.8
Mixed	2	3.9
Total	51	99.9
Program Offense Characteristics—Adjudicated Offenses Only		
At least one offense against persons in the AGDAU offense	9	17.6
At least one drug offense in the AGDAU offense	11	21.6
At least one weapons offense in the AGDAU offense	2	3.9
Conditions of Probation in Addition to the Program		
Term of probation	51	100.0
Public service hours	2	3.9
Electronic monitoring	17	33.3
Detention	7	13.7
IDOC evaluation	2	3.9
AGDAU Screening Instrument Total Points		
30-39 points	21	41.2
40-49 points	14	27.5
50-59 points	2	3.9
60-69 points	5	9.8
70-79 points	1	2.0
80 or more points	7	13.7
No information	1	2.0
Total	51	100.1
Average = 48.3 points Std. Dev. = 18.7 points Median = 42.0 points		
Classification on AGDAU Screening Instrument		
Points for substance use only	24	47.1
Points for gang activity only	6	11.8
Points for both substance use and gang activity	20	39.2
No information	1	2.0
Total	1	100.1

Participants' Program Performance

Substance Use Testing

As part of their probation, all participants were ordered to undergo random substance use testing. Table 4.8 summarizes the results in the files for those tests.¹⁵ As noted above, a majority of participants (86.3%) had screening instrument points for substance abuse. One-half of the participants were tested once every 2.6 months or more frequently. On average, participants were tested at the program once every 3.3 months. Ten participants (19.6%) had no positive tests; 49.0% had positive tests a majority of the times they were tested. The majority of those who tested positive (70.1%) tested positive for marijuana; 5.9% tested positive for cocaine and 3.9% for amphetamines.

Table 4.8: Peoria County—Substance Use Testing

Substance Use Indicated on the AGDAU Screening Sheet	N	%
No	6	11.8
Yes	44	86.3
No information	1	2.0
Total	51	100.1
Average Frequency of the Program Substance Use Tests		
Once every 6 weeks or more often	8	15.7
Between once every 7 weeks and once every 12 weeks	21	41.2
Once every 13 weeks or less often	19	37.3
No information	3	5.9
Total	51	100.1
Average = 3.3 months between tests Std. Dev. = 2.6 Median = 2.6 months between tests		
Percent of Positive Tests		
No positive tests	10	19.6
25% or fewer	3	5.9
26-50%	10	19.6
51-75%	5	9.8
76% or more	20	39.2
No information	3	5.9
Total	51	100.0
Average = 58.8% positive Std. Dev. = 40.4% Median = 61.9% positive		

¹⁵ Only substance use tests recorded in the participant case files are included here. The results of tests administered by treatment providers are not included unless those tests were included in documents provided to the program and included in the participants case file.

Programs and Services Participation

During data collection, the research team collected information on the types of external programs and services provided the juveniles in Christian and Peoria Counties while active in their programs.¹⁶ Specific programming of interest included mental health services, substance use treatment, and other services. From information available in the case files, the research team attempted to record type of treatment received, the treatment provider, dates of treatment, and treatment status. Some of this information was difficult to glean from the paperwork found in the case files.

In Peoria County, only two juveniles received mental health services, including one juvenile who received services from two treatment providers—Catholic Social Services and the Human Service Center (HSC). Both treatment outcomes were unknown. The other juvenile successfully completed his mental health counseling at Methodist Hospital. In addition, 18 juveniles received other services. These included Bridges (n=12, including one individual twice), UDIS (n=3), Kiefer Afterschool Program (n=1), and intensive non-residential supervision and services (INSS; n=2).

A majority of the AGDAU participants (76.5%) received substance use treatment, including nine juveniles who entered treatment more than once. The treatment providers included the HSC (Level 1 outpatient), White Oaks (Level 2 outpatient), Gateway (inpatient), Lighthouse (inpatient), Proctor Hospital (inpatient), and Interventions (long-term inpatient). HSC was the most common provider, used 35 times by AGDAU participants. In general, juveniles started with outpatient treatment at the HSC before progressing to White Oaks and/or an inpatient facility. For those nine

¹⁶ It is common for juveniles in the Winnebago County Day Reporting Center to receive treatment prior to program admittance.

juveniles entering treatment more than once, four were discharged unsuccessfully from their first treatment center. Three completed successfully and two outcomes were unknown. Based on the last treatment entered, 16 juveniles (41.0%) were still receiving services at the end of the data collection period. Ten (25.6%) had been discharged unsuccessfully, while eight (20.5%) were successful with their treatment. An additional five outcomes were unknown.

Officer Contacts

Data were collected from the case notes of the AGDAU officers to obtain information about the officers' contacts with the participants, their families and schools (see Table 4.9). On average, the participants attended 82.8% of their individual appointments with the AGDAU officers. Each participant averaged 2.5 individual appointments per month. The AGDAU officers made an average of two contacts per month with each participant's family. The officers contacted participants' schools on the average of once every 3.9 months.

Table 4.9: Peoria County—Officer Contacts

Activity	Average	Std. Dev.	Median	Min.	Max.
Percent of individual appointments attended (n=50)	82.8	23.9	93.5	5.9	100.0
Average number of individual appointments per month (n=50)	2.5	2.0	2.4	.5	5.3
Average number of program contacts with family per month (n=51)	2.0	1.7	1.5	.1	7.2
Average number of months between program contacts with school (n=36)*	3.9	2.9	3.0	.7	12.1

*Cases with no school contact (n=15) were removed from analysis.

New Offenses

As displayed in Table 4.10, fewer than half of the participants (43.1%) have had a new offense since entering AGDAU. The majority of those who have had at least one new offense (59.1%) committed the new offense within 2 months of program entry. The

most common types of new offenses committed included property offenses (22.7%), procedural offenses (22.7%) and drug offenses (18.2%).

Table 4.10: Peoria County—New Offenses While in Program

Number of New Offenses	N	%
None	29	56.9
One	17	33.3
Two	3	5.9
Three	2	3.9
Total	51	100.0
Months in the Program at the Time of First New Offense		
Less than 1 month	5	22.7
1 month to less than 2 months	8	36.4
2 months to less than 3 months	1	4.6
3 months to less than 4 months	2	9.1
4 months or more	5	22.7
No information	1	4.6
Total	22	100.1
Average = 2.4 months Std. Dev. = 1.4 months Median = 2.0 months		
Predominant Type of New Offense		
Person	2	9.1
Property	5	22.7
Drug	4	18.2
Weapon	1	4.5
Procedural	5	22.7
Juvenile	1	4.5
Mixed	4	18.2
Total	22	99.9
New Offense Characteristics		
At least one drug offense among new offenses	6	11.8
At least one offense against persons among new offenses	6	11.8
At least one weapon offense among new offenses	1	2.0

Program Status

The majority of AGDAU participants were still in the program at the close of data collection (see Table 4.11). Eighteen participants have been discharged—12 successfully and six unsuccessfully. The program staff made the determination of whether a discharge was successful or unsuccessful at the time of program exit. The largest portion of participants who have completed AGDAU were returned to regular probation (44.4%); 22.2% were committed to IDOC and 16.7% were released from probation.

Those remaining in the program have been there an average of 6.4 months. The participants who were successfully discharged were in the program an average of 9.4 months; those who were unsuccessfully discharged who remained an average of 7.4 months.

Table 4.11: Peoria County—Program Status and Months in Program

Status	N	%			
Still in the program	33	64.7			
Discharged, successful	12	23.5			
Discharged, unsuccessful	6	11.8			
Total	51	100.0			
Discharged from Program to					
Returned to regular probation	8	44.4			
IDOC commitment	4	22.2			
Released from probation	3	16.7			
No information	3	16.7			
Total	18	100.0			
Program Status and Months in Program	Average	Std. Dev.	Median	Min.	Max.
Still in program (n=33)	6.4	3.9	5.1	1.2	14.6
Discharged, successful (n=12)	9.4	2.2	9.2	5.2	12.1
Discharged, unsuccessful (n=6)	7.4	3.1	5.9	5.0	12.1

Correlates of Successful Completion

The small number of participants discharged from AGDAU limits the quantitative analysis that can be done to identify correlates of successful program completion. However, as shown in Table 4.12, the data do indicate some tentative conclusions about how successful participants differ from unsuccessful. A small difference exists in the average number of points scored on the AGDAU Screening Instrument by those successfully discharged (38.8 points) and those unsuccessfully discharged (44.7 points). Participants screened by AGDAU before they were ordered into the program had a higher success rate (75.0%) than those ordered into the program before the AGDAU officers had the opportunity to complete the screening instrument.

Table 4.12: Peoria County—Screening Points and Program Completion

Status	Average	Std. Dev.	Median	Min.	Max.	
Discharged, successful (n=12)	38.8	6.7	37.0	30	52	
Discharged, unsuccessful (n=6)	44.7	13.7	38.5	32	62	
Screening/Order Sequence	Successful		Unsuccessful		Total	
	N	%	N	%	N	%
Screened after ordered	3	50.0	3	50.0	6	100.0
Screened before ordered	9	75.0	3	25.0	12	100.0

Table 4.13 summarizes the relationship between three factors and completion status. All females completing AGDAU have been given successful discharges while only 60.0% of the males have. Among those completing the program, a majority of those still in school (88.9%) received successful discharges while only 44.4% of those not in school were successful. Finally, all of those who completed the program who had no criminal record prior to their AGDAU offense successfully were discharged; 60.0% of those with a criminal record prior to AGDAU were successful in the program. There was no relationship between discharge status and the commission of new offenses or technical violations, the type of new offenses committed, or the failure rate on drug tests.

Table 4.13: Peoria County—Factors Related to Program Completion

Characteristic		Successful		Unsuccessful		Total	
		N	%	N	%	N	%
Gender	Female	3	100.0	0		3	100.0
	Male	9	60.0	6	40.0	15	100.0
In School	No	4	44.4	5	55.6	9	100.0
	Yes	8	88.9	1	11.1	9	100.0
Prior Criminal Record	No information	3	60.0	2	40.0	5	100.0
	No record	3	100.0	0		3	100.0
	Prior record	6	60.0	4	40.0	10	100.0

V. WINNEBAGO COUNTY DAY REPORTING AND ASSESSMENT CENTERS

County Portrait

Locale and Population

Winnebago County, in the Seventeenth Judicial Circuit, is located in northern Illinois, approximately 77 miles northwest of Chicago, along the Wisconsin border (see Figures 5.1 and 5.2). The city of Rockford is heavily populated, boasting 143,000 residents, and serves as the county seat. Other populous cities in the urban county covering 516 square miles are Machesney Park, Loves Park, South Beloit, Winnebago, and Pecatonica.

Figure 5.1: Winnebago County, Illinois

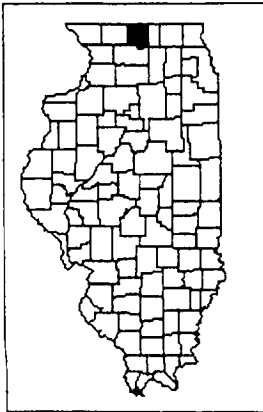
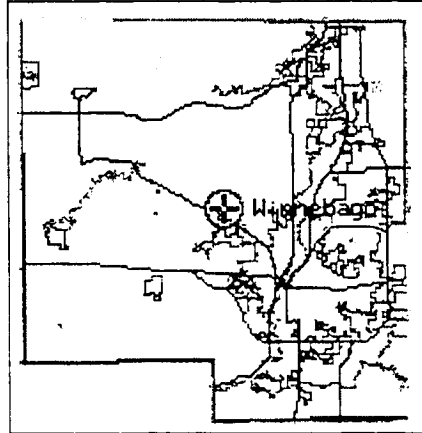


Figure 5.2: Winnebago County in Detail



Winnebago County's population increased only slightly from 251,000 in 1980 (Geostat, 1988) to 253,000 in 1990, and has risen steadily since (Illinois Statistical Abstract, 1997). Census estimates for 1996 placed the county population at 264,873, ranking it the 7th largest Illinois county in population. Winnebago County is the most populated county in this evaluation. However, population projections estimate that by the year 2020, the county's population should fall to 242,745 (Illinois Statistical Abstract,

1997). Nearly one-fifth of the population in 1990 was youths age 5 to 17 (18.6%), which is of particular interest to this evaluation (Geostat, 1994).

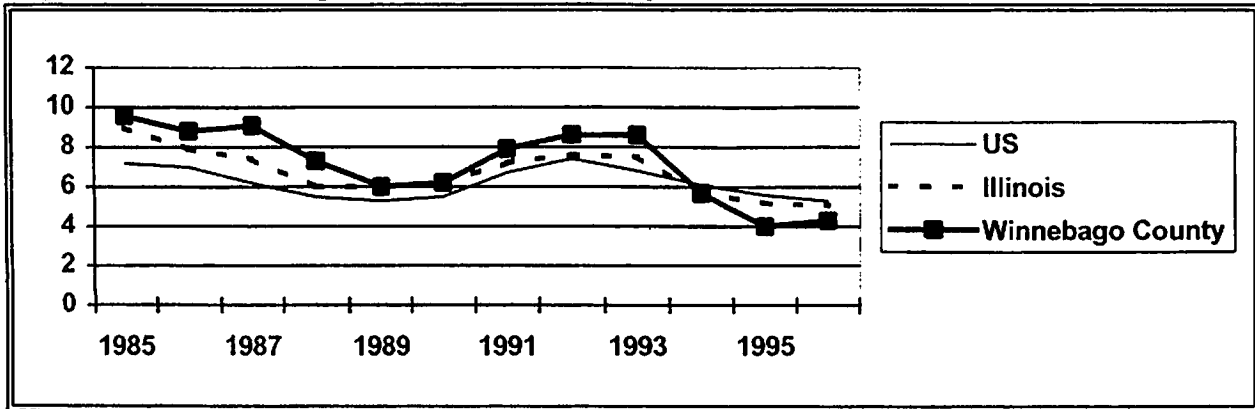
With respect to population demographics, the majority of persons residing in Winnebago County are Caucasian (88.0%). Of the county residents age 25 and over, 23.7% have less than a high school education. The largest group (34.9%) has earned high school diplomas (Illinois Statistical Abstract, 1997).

Employment and Income

In 1995, Winnebago County's per capita personal income (PCPI) was \$23,000, matching the national average, but lower than the \$25,000 state average. The county's 1985 PCPI was even less, \$14,000 (Illinois Statistical Abstract, 1997). The median household income was an estimated \$39,000 in 1996 (US Census). In the same year, 9.5% of all county residents lived in poverty (25,304 persons). A large number (15.8%) of those persons were people under age 18 (US Census).

Winnebago County's unemployment rate has fluctuated over the last two decades (see Figure 5.3). Between 1985 and 1995, the unemployment rate was highest in 1985 at 9.6%, and lowest at 4.0% in 1995. Between 1994 and 1996, the county unemployment rate was at or below both the national and state rates (Illinois Statistical Abstract, 1997).

Figure 5.3: Winnebago County—Unemployment Rate



The civilian labor force was 141,411 in 1991, after experiencing a 5.5% increase from 1980 to 1990. Being that it is a blue-collar county, it is not surprising that the manufacturing industry provided work for 33.5% of Winnebago County's labor force in 1990; the next largest segment (20.5%) was employed in wholesale and retail trade (Geostat, 1994).

Prevalence of Crime

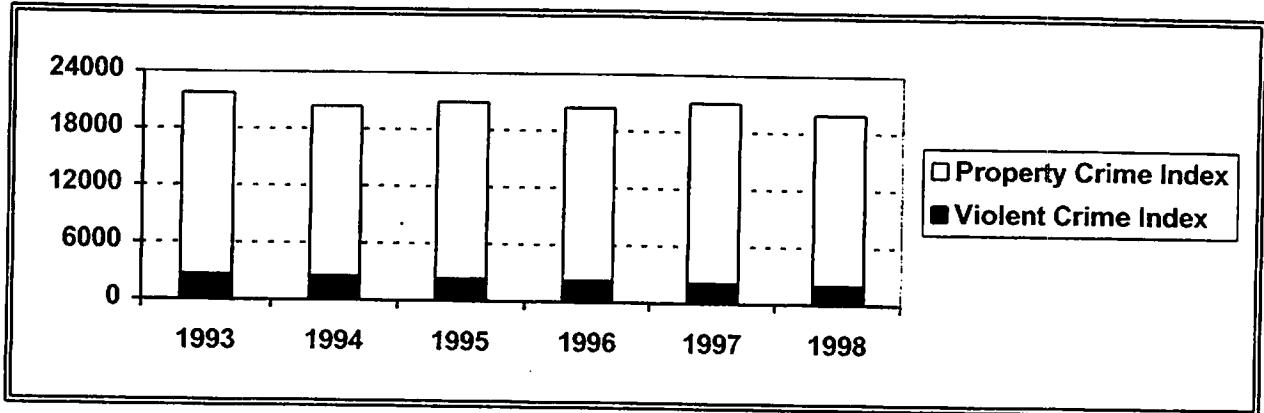
This section addresses levels of crime and subsequent police response through two indicators: the number of crimes known to law enforcement as having occurred within a particular jurisdiction, and the number of arrests made. Both types of information were taken from the IUCR, which includes murder, criminal sexual assault, robbery, and aggravated assault (violent index offenses), and burglary, theft, motor vehicle theft, and arson (property index offenses).

Crimes Known to Police

In 1998, 19,932 serious crimes were known by the police to have occurred in Winnebago County. Property index offenses were nine times more frequent (89.9% of all reported crimes) than violent index offenses (see Figure 5.4). The number of the latter types of crimes decreased each year between 1993 and 1998, falling from 2,636

to 2,001 offenses. However, the number of property index offenses fluctuated during this time; most recently in 1998 there were 17, 931 such crimes (ISP, 1995, 1997, 1999).

Figure 5.4: Winnebago County—Crime Index



In line with the state trend, aggravated assault (56.5%) and robbery (31.6%) are the violent index offenses committed most frequently in Winnebago County, and theft (67.1%) and burglary (25.3%) are the most frequently reported property index crimes. Winnebago County shows a divergent trend from 1997 to 1998. Decreases occurred in five of the eight index offenses: criminal sexual assault, robbery, burglary, theft, and motor vehicle theft (in varying degrees, from 2.5% in theft to 16.0% in robbery), while murder increased 17.6%, and aggravated assault and arson remained unchanged (ISP, 1995, 1997, 1999).

Arrests Made by Police

According to IUCR data, the Crime Index arrest pattern for Winnebago County over the last six years (from 1993 to 1998) has varied. Most recently in 1998, there were 3,297 Crime Index arrests, 178 less than the previous year. Of those 3,297 index arrests, 79.8% were for property index offenses and the remainder were for violent index offenses. In Winnebago County, as with the other two counties in this evaluation,

aggravated assault accounted for a majority of the violent index arrests (69.5%) and the majority of property index arrests (82.7%) were for theft (ISP, 1995, 1997, 1999).

Juvenile Justice System

Delinquency Petitions, Adjudications, and Probation Caseloads

According to AOIC records, 1,615 juvenile delinquency petitions were filed in Winnebago County between 1994 and 1997; and 1,034 of those petitions resulted in adjudication. This county had the highest adjudication rate (64.0%) of the three counties in this evaluation. As displayed in Table 5.1, the number of filed petitions fluctuated during the 4-year period. Most recently in 1997 there were 364 petitions. Adjudications for juvenile delinquency decreased between 1994 and 1996 before increasing to 288 in 1997. Data regarding active juvenile probation caseloads as of the end of each year between 1994 and 1997 also were obtained from the AOIC. Those records, as shown in Table 5.1, revealed a fluctuating caseload. Most recently in 1997, the county caseload was 612 juveniles, an increase of 192 juveniles over the previous year (AOIC, 1995, 1996, 1997, 1998).

Table 5.1: Winnebago County—Petitions, Adjudications, and Probation Caseloads

	1994	1995	1996	1997	TOTAL
Delinquency petitions	498	328	425	364	1,615
Adjudications	268	247	231	288	1,034
Active probation caseload	344	455	420	612	1,831

Detention Placements and Juvenile IDOC Commitments

From 1994 through 1997, 3,999 juveniles from Winnebago County were admitted to detention¹⁷ (see Table 5.2). Winnebago County juveniles accounted for approximately 5.0% of all state detention admissions during that time. These detention

¹⁷ Note that during that time a juvenile could have been admitted to detention more than once.

admissions include pre-adjudications admissions, admissions as court disposition, and admissions for contempt. Pre-adjudication admissions accounted for 85.2% of all county detention admissions during the 4-year period. The 1997 rate of 1,363 admissions was a decrease of 816 admissions from the 2 previous years (AOIC, 1995, 1996, 1997, 1998).

According to AOIC records, there were 282 commitments from Winnebago County to the IDOC's Juvenile Division between January 1, 1994 and December 31, 1997¹⁸ (see Table 5.2). These commitments accounted for less than 5% of all Illinois juvenile commitments during that time. As displayed in Table 5.2, the pattern of commitments fluctuated, ending with 84 commitments in 1997, a small decrease from the previous year. There were a nearly even number of commitments for full commitments and evaluation (AOIC, 1995, 1996, 1997, 1998).

Table 5.2: Winnebago County—Detention Admissions and IDOC Commitments

	1994	1995	1996	1997	TOTAL
Admissions to Detention					
Pre-adjudication	564	767	935	1,142	3,408
As court disposition	81	147	73	215	516
For contempt	32	29	8	6	75
Total	677	943	1,016	1,363	3,999
Commitments to the IDOC					
Full commitment	48	33	52	41	174
Evaluation	8	17	40	43	108
Total	56	50	92	84	282

Program Description

The idea for the Winnebago County Day Reporting and Evening Assessment Centers grew out of concern for the high rate of institutional commitments for

¹⁸ Note that during that time a juvenile could have been committed more than once.

adjudicated youths in Winnebago County and a desire to increase the efficiency of initial processing of youths for law enforcement and probation staff. Individuals involved in the development of the center indicated the concept had been discussed locally for over 10 years. The primary goals for the day reporting center were to reduce institutional placements, reduce criminal conduct on the part of youths reporting to the center by providing rehabilitative services, and provide increased monitoring of participating youths during portions of the day when most juvenile crime occurs.

In order to establish a connection between the center and the reduction of institutional placements for adjudicated youths, the county selected serious offenders who historically would have been placed in the local detention center or the IDOC as day reporting center clients. In part, this was designed to reduce the monetary cost of detention placement. Also, because they believed maintaining youths in their community was preferable to incarceration, the proponents of the day reporting center wanted to provide another means to reduce criminal behavior in these youths before resorting to commitment to the IDOC or the local detention center.

The evening assessment center was designed to assist law enforcement, probation, and the courts in processing and screening youths taken into custody by local law enforcement. One objective of the evening assessment center was to reduce the time law enforcement officers needed to process youths taken into custody from a few hours to a few minutes. This would be accomplished by providing a drop-off point for local law enforcement allowing them to leave a youth with assessment center staff after the officer completed some brief paperwork regarding the minor and the reason the minor was taken into custody. The frequently time-consuming task of holding the

minor and identifying and contacting adults responsible for the minor would fall upon assessment center staff instead of law enforcement. This would allow the officer to return more quickly to regular patrol duty.

In addition to reducing law enforcement's time commitment with youths in custody, the assessment center allowed probation staff the opportunity to conduct an intake investigation with the minor and the parent or guardian who came to pick up the minor. Prior to development of the evening assessment center, this information was gathered by probation intake staff, but often took weeks or months after arrest to collect because of difficulties in locating the minor and the minor's family. By providing a mechanism to collect this information on the same day the minor is taken into custody, the assessment center was designed to allow more contemporaneous referral of a minor's case to court or diversion services. In Winnebago County, probation intake officers have the authority to forward misdemeanor cases for prosecution or diversion services. Decisions on felony cases are made in consultation with the state's attorney's office. In addition to reducing the time needed for these decisions, it also was believed the assessment center would allow probation staff to provide more complete information to the prosecutor and thus reduce court referrals for delinquency cases.

Services and Programs

Components of the day reporting center designed to reduce criminal behavior included educational and vocational programming, as well as providing positive role models, pro-social activities, and mental health or substance abuse services. The programming was designed to engage the youths from 2:00 p.m. until 10:00 p.m.,

because when center developers reviewed the literature regarding juvenile crime, these hours were identified as the time when most juvenile crime occurs.

One major programming facet of the center is Aggression Replacement Training (ART). This training is part of the juveniles' schedule four days a week and is facilitated by the probation staff. According to Tate, Reppucci, and Mulvey (1995), ART is the most well reviewed type of social skills training. ART incorporates social skills training, anger control training, and moral education. In a 1994 publication, Goldstein and Glick reviewed some of their earlier ART evaluations involving incarcerated youths. In one evaluation, ART youths, as compared to the control group, demonstrated some of the social skills addressed, including expression of negative feelings, stress management, anger management, and handling peer pressure. In addition, those youths released from incarceration after receiving ART demonstrated superior functioning at home, with friends, and in the legal arena. There was no difference between ART and control youths in the areas of school or work. A second evaluation largely duplicated those results. Goldstein and Glick also evaluated an ART program provided to youths and their families in an aftercare setting. Again, ART showed positive results. Youths receiving the training were less likely to be rearrested and those youths whose families also received ART had the lowest rearrest percentage. Coleman et al. (1992) found less positive impacts on youths with behavioral disorders in a residential facility. Those researchers concluded that although the training increased the youths' cognitive skills, it had little or no impact on their behavior.

Case Processing

The process by which individuals enter the day reporting center has not changed since the center was designed. Individuals are screened for eligibility by probation staff, based on established admission criteria. Each eligible youth and a parent/guardian meet with center staff to review participation requirements and sign a contract pledging to abide by the center's rules. Finally, a court order requiring participation in the center is requested from the court. However, there have been changes in the eligibility criteria for center participation.

The initial proposal from Winnebago County to the ICJIA for establishment of the day reporting center identified three eligibility criteria. First, the youth must be adjudicated delinquent for a forcible felony or a waivable offense. Second, the minor must be classified under the Strategy for Juvenile Supervision (SJS) as in need of casework control (CC) or limit setting (LS). Third, the minor must be ordered by the court to participate in the program.

The AOIC promulgated the SJS to assist probation officers in designing intervention strategies with adjudicated youths. It includes four classification categories that attempt to separate youths according to their motivation for offending. The categories are casework control, limit setting, selective intervention (SI), and environmental structure (ES). Individuals in the CC category are identified as coming from backgrounds involving extreme dysfunction, and often exhibit emotional problems, and/or signs of drug abuse. Their offense patterns are seen as related to their lack of self-control. Youths in the LS category are identified as individuals who offend because it is profitable or pleasurable. Intervention strategies for CC and LS youths often involve

attempts at cognitive restructuring and significant elements of external control. Youths classified as CC or LS were the original targets for day reporting center intervention.

Organizational Structure

The initial staffing plan for the day reporting and assessment centers called for three full time probation officers and one supervisor. Two of the officers would be assigned to day reporting duties only. One officer would be assigned 80% to the day reporting center and 20% to the assessment center. The 20% commitment would allow the officer to work in the assessment center from 5:00 p.m. to 10:00 p.m., while from 8:00 a.m. until 5:00 p.m. probation intake officers would cover the assessment center. The supervisor would be involved in both the day reporting and assessment aspects of the program.

In addition to the assignment of probation staff to the assessment center, the Winnebago County Sheriff's Department assigned an officer to the assessment center from the hours of 2:00 p.m. until 10:00 p.m. During his shift, this officer is normally the first person in contact with law enforcement officers who bring youths to the assessment center. He takes custody of the youth, obtains fingerprints and a photograph for law enforcement and probation records, assists in crisis interventions, provides security for the assessment and day reporting components, and transports youths from the assessment center to the local detention center as needed. He also was utilized as a speaker for parent groups at the day reporting center on topics such as drug abuse.

The staffing levels and the chain of command for the centers have remained relatively stable. One personnel change materialized before they began operation. The 20% commitment to the assessment function for one officer was eliminated and

changed to a 100% commitment to the day reporting duties. Probation officials determined this change would provide clearer delineation of duties for staff. The county supplemented the assessment center staff and provided evening coverage by hiring an assessment center officer for a 2:00 p.m. until 10:00 p.m. shift. The only other personnel change concerned one day reporting staff member who transferred from the center to another position in the probation department. This position was promptly filled from within the department.

Program Evolution

As is true with any new initiative, the Winnebago County Day Reporting and Evening Assessment Centers underwent changes from the time of their design to the present. These issues included the location of the centers, resources, programming, caseload, and obtaining parental participation.

Facility Issue

The change that appears to have caused the most disruption to the early operations of the centers was the late change in the physical location of the facility. The original site for the centers was changed within weeks of the scheduled beginning of program activities after property owners near the site objected to the location. The new location was the former county animal shelter located away from the city center near the juvenile detention center. The site required extensive renovation in order to be suitable for use as the day reporting and evening assessment centers. Program staff devoted most of their initial time with the centers performing work to renovate the facility. Once the site was suitable for use, the staff continued to involve clients in additional renovation activities as part of their day reporting center assignments. Some staff and

officials interviewed expressed concerns over the lack of space available in the current facility for recreation for day reporting center clients and as a holding area for individuals brought to the assessment center. Site visits conducted by project staff confirm the lack of space as well as the disruptions created by noise from continuing construction.

Despite the difficulties created by the change in facilities, program staff were able to find some positive outcomes from the change. One administrator noted that the early crisis required staff to spend a great deal of time and effort getting the facility ready for use. This individual believed this experience served to unify the staff very early in the process, and that this had a very positive influence on the further development of the centers. Also, the location of the current facility next door to the detention center is advantageous to staff in those instances where youths must be transferred to the detention center. Some staff noted that if the centers were located further from the detention center it would be necessary to take staff away from the centers in order to transport youths or require a call to police for transport. The current location avoids using any significant amount of staff or police time for transporting youths to detention.

Resource Issues

Several resource issues surfaced in interviews with program staff and supervisors. During intake interviews, assessment center staff conduct records checks on youths brought in by law enforcement personnel. During normal business hours, this is accomplished by contacting staff at the main probation office. However, after 5:00 p.m. no one is available at the main office. The assessment center purchased computer equipment in order to obtain electronic access to these records. However, the center is still unable to access the probation office computer files. Individuals

associated with the program noted that the entire county justice system is in the process of linking electronically, but until the process is completed the assessment center will not be able to connect with the probation office. Until this is accomplished, assessment center staff are unable to complete all aspects of intakes during the evening hours.

Another resource issue noted by several staff and supervisors for the day reporting center concerned transportation of youths. Because of the remote location of the center, it is necessary to drive to most activities that staff organize for participants. However, the center does not always have a vehicle at its disposal. Staff have transported youths in their own vehicles on occasion. However, this creates liability and safety concerns for staff. The center also has developed a cooperative arrangement with the detention center for transportation. The detention center has a van and allows the day reporting center to use the van when it is not needed by detention. Since the detention center uses the van to transport youths to and from court, the van usually is not available to the day reporting center during hours that court is in session. This limits the options of day reporting staff regarding recreational, educational, or other field trips. Several interviewees indicated the center was exploring the possibility of obtaining their own van.

Despite the resource limitations, staff and administrators generally are pleased and positive regarding the operations of the centers. Staff appear enthusiastic about their work and the performance of their co-workers. The adversities presented by the change in location and resource limitations appear to have unified the staff and are used as a motivator to perform in spite of adversity. However, it is uncertain if this

attitude can be maintained indefinitely, or if the lack of resources and attention eventually will have a negative impact on morale and performance.

Programming Issues

Another change in day reporting center operations involved the educational component. The original design for the day reporting center contemplated a cooperative relationship with the local school district in which day reporting center clients would be assigned to the local alternative school. At the end of the school day, approximately 1:00 p.m., their teacher at the alternative school would accompany the day reporting center youths to the center and continue educational programming there.

Several factors contributed to a change in the educational plan. First, the principal at the alternative school who was involved in developing the plan for a cooperative arrangement changed positions in July 1997 and was not able to participate further in the process. According to staff interviewed, his successor did not share his commitment to the day reporting center. Another factor was that although a teacher was initially supplied to the day reporting center, staff believed the teacher was not making a positive contribution to daily programming. In addition, center staff and administration determined that allowing youths to remain in their own schools would provide the clients with more time for education. By remaining in their community school, youths would be in school from 8:00 a.m. until 2:00 p.m. Also, center staff believed that allowing the participants to remain in their original schools made coming to the day reporting center an opportunity for a fresh start instead of a continuation of whatever went on in school earlier in the day. As a result, the center terminated its

relationship with the schools and used center staff to replace some of the functions performed by the teacher at the center.

Caseload Issues

Since program inception, the second eligibility criterion was expanded to include an additional classification, SI. The SI category is characterized by youths who generally hold pro-social values and may be responding to some change or disruption in their life. They generally have a past history of appropriate functioning. Intervention strategies for these youths are directed toward returning them to a prior state of appropriate behavior by resolving the life crisis that contributed to the change in behavior. The majority of juvenile offenders are believed to fit within the SI category.

Center administrators indicated that although SI classified youths are generally viewed as less serious offenders, many of them fit into the target population for the center because they have records that make them eligible for incarceration. Also, administrators wanted to make an effort to involve younger offenders in the center in order to determine if this intervention would be appropriate or effective and believed adding the SI classification would allow them to involve some younger offenders.

The timing for program entry was modified as the program evolved. Initially, youths entered the program in "classes" of approximately 24 individuals. Each class was scheduled to participate in the program for 6 months. This was modified to provide for classes of 16 individuals that would participate for 4 months. Probation officials involved with the program believe the 4 months is sufficient to cover the material they wish to introduce to the youths. In addition, this model allows for smaller class sizes and still allows approximately 48 youths to participate in a 12-month period. In the first

year of operations, 44 youths entered the program. In the last 12 months for which data were collected, 39 individuals entered the program.

Interviews reveal that the intake process was modified further to allow youths to enter the program as needed and as space is available. Program staff believe this will avoid some delays in program entry for youths and will allow the program to maintain a more consistent size. One problem program staff experienced under the original model that placed youths in the program in groups of 24 or 16 was that, as individuals were removed from the program over time, class size shrank to unacceptably small levels.

Caseload levels from December 1997 through March 1999 are illustrated in Table 5.3. In that 16-month period, 64 youths entered the program. Not all of these 64 are included in the following analysis. The analysis includes only those 55 participants for whom complete files were available, who participated for at least one month, and who completed the program in a single session.¹ During that time class sizes ranged from a high of 17 in June 1998 to a low of 8 in March 1999. Also, some individuals took longer to complete the program and were carried over to the next class under the original design. The longest period any individual remained in the program was 7 months. Several individuals only lasted 1 day. The open enrollment model that has evolved allows staff to continue those who need a longer term and to fill spaces vacated by those participants terminated early.

¹ Four participants were dropped from analysis of time in the program because they entered the program with one class and then temporarily left the program because of a period of treatment or detention. Those individuals eventually returned to the day reporting program with a later class. The remaining five individuals participated for such a short period of time that full program files were either not available or contained insufficient information for coding purposes.

Table 5.3: Winnebago County—Entry and Exit from Program

Client	Dec 97	Jan 98	Feb 98	Mar 98	Apr 98	May 98	Jun 98	Jul 98	Aug 98	Sep 98	Oct 98	Nov 98	Dec 98	Jan 99	Feb 99	Mar 99
1			U													
2				CC												
3																
4		U														
5					U											
6						SSS										
7																
8																
9			U													
10				U												
11			U													
12							SS									
13								SS								
14																
15						U	S									
16				U												
17								U								
18									U							
19										S						
20												S				
21						U										
22									U							
23										S						
24								U								
25																
26																
27											SSS					
28									U							
29											S					
30							U									
31								U								
32												U				
33														SSS		
34																
35														SSS		
36																
37																
38															SS	
39																
40												CC				
41																
42																
43															SS	
44												U				
45																
46																
47																
48															CC	
49																
50															CC	
51																
52																
53																
54																CC
55																
Monthly Totals	9	10	15	12	8	15	17	12	10	14	18	13	9	14	13	8

U = Unsuccessful Discharge, S = Successful Discharge

Another issue regarding case processing that arose during the implementation of the program concerned court dispositions for non-compliance with program rules. Staff and administrators agree that minor program violations are handled internally usually by

withholding privileges. However, serious or chronic non-compliance is referred to the court for an alternative disposition of the minor's case. Program staff and administration believe if the program is an alternative to institutional placement, serious program violations that come before the court should result in institutional placement. After several instances where the court ordered less serious sanctions for program violations, center administration met with the court to express their concerns. Center administration and staff believe they have received better support from the courts since those meetings.

Parent Participation Issue

Non-compliance by parents with program requirements to participate in groups with their children continues to be a problem for staff because they have no effective way to enforce the condition. The court has advised program personnel that they do not feel they can sanction the parent for non-compliance. Program staff attempt to gain compliance by encouraging participation and eliminating excuses for non-compliance by assisting in resolving transportation, day care, and other concerns.

Description of the Program Participants

Program participants in Winnebago ranged from 13 to 17 years old with an average age of 15.2 years. Most (64.4%) were identified as Black/African American; 28.8% were identified as White/Caucasian. Only 10 participants (16.9%) were not attending school; one of those ten was pursuing a high school equivalency degree. These and other demographics are displayed in Table 5.4.

Table 5.4: Winnebago County—Participant Characteristics

Age When Ordered to the Program	N	%
13 years	10	16.9
14 years	14	23.7
15 years	21	35.6
16 years	12	20.3
17 years	2	3.4
Total	59	99.9 ¹
Average = 15.2 years Std. Dev. = 1.1 years Median = 15.3 years		
Racial/Ethnic Identification		
Black/African American	38	64.4
Hispanic	3	5.1
White/Caucasian	17	28.8
Mixed race	1	1.7
Total	59	100.0
Attending School		
No	10	16.9
Yes	49	83.1
Total	59	100.0
Last Grade Completed		
Sixth	2	3.4
Seventh	19	32.2
Eighth	16	27.1
Ninth	17	28.8
Tenth	5	8.5
Total	59	100.0
Pursuing High School Equivalency Degree		
No	9	90.0
Yes	1	10.0
Total	10	100.0

¹ For all tables, totals above or below 100.0% are due to rounding.

All of the participants had at least two offenses prior to the offense that lead to their participation in the program (see Table 5.5).²⁰ One-half of the participants had six prior offenses or more. The offense histories of most of the participants (55.9%) were sufficiently varied that no category of offense predominated. Slightly more than one-fifth (22.0%) had predominantly property offenses in their offense histories; 16.9% had

²⁰ Prior offenses include all charges for which a juvenile had been arrested in the county where the program is located. Information was not available for dispositions on a sufficiently consistent basis to include only adjudicated charges.

predominantly offenses against persons.²¹ More than one-third (39.0%) had at least one drug offense among their prior offenses; 22.0% had at least one weapons offense. Most (83.1%) had at least one offense against persons among their prior offenses. Seven of the participants (11.9%) had been sent to IDOC for evaluation or review at some time prior to entering the program.

Table 5.5: Winnebago County—Prior Offenses

Number of Prior Offenses	N	%
Two	2	3.4
Three	8	13.6
Four	8	13.6
Five	10	16.9
Six	8	13.6
Seven	3	5.1
Eight	3	5.1
Nine	7	11.9
Ten or more	10	16.9
Total	59	100.1
Average = 6.7 priors Std. Dev. = 4.0 priors Median = 6.0 priors		
Predominant Type of Prior Offenses		
Person	10	16.9
Property	13	22.0
Drug	1	1.7
Driving	1	1.7
Weapon	1	1.7
Mixed	33	55.9
Total	59	99.9
Prior Offense Characteristics		
At least one drug offense among priors	23	39.0
At least one offense against persons among priors	49	83.1
At least one weapon offense among priors	13	22.0
IDOC Evaluation		
Yes	7	11.9

Participants' files were examined to identify the type of their current offense, the offense leading to their participation in the program. As shown in Table 5.6, 45.8% were placed in the program after committing a procedural offense (e.g., a technical

²¹ Predominant offense type was determined by adding the number of charges of a particular type (e.g., property offenses) and determining whether the number of charges of that particular type constituted a majority of the offenses charged. If no particular type of offense was in the majority, the offense type was coded as mixed.

violation of probation, finding of contempt); 20.3% had multiple charges in their current offense and no type of charge predominated. Six participants (10.2%) had at least one offense against person in their current offense, 8.5% had at least one drug charge.

As displayed in Table 5.6, the majority of participants (72.9%) were placed in the program in response to a petition to revoke probation or finding of contempt; 20.3% came to the program as the result of a sentence for a new offense. All participants were serving terms of probation ranging from 12 months through 72 months with an average term of 41.7 months. For most participants, these terms of probation began prior to their assignment to the program.

Table 5.6: Winnebago County--Program Offenses and Disposition

Type of Offense Leading to the Program Adjudicated Offenses Only	N	%
Person	6	10.2
Property	7	11.9
Drug	3	5.1
Weapon	1	1.7
Procedural	27	45.8
Mixed	12	20.3
No information	3	5.1
Total	59	100.1
Program Offense Characteristics—Adjudicated Offenses Only		
At least one offense against persons in program offense	6	10.2
At least one drug offense in program offense	5	8.5
At least one weapons offense in program offense	1	1.7
Placed in Program		
Original disposition	12	20.3
Petition to revoke probation/finding of contempt	43	72.9
Modification of probation	4	6.8
Total	59	100.0
Length of Probation		
12 months	2	3.4
18 months	3	5.1
24 months	16	27.1
27 months	1	1.7
30 months	5	8.5
36 months	3	5.1
48 months	2	3.4
60 months	20	33.9
66 months	4	6.8
72 months	1	1.7
No Information	2	3.4
Total	59	100.1
Average = 41.7 months Std. Dev. =18.7 months Median = 36.0 months		

Participants' Program Performance

Substance Use Testing

Evidence of substance use testing by the program was found in 67.8% of participants' files (see Table 5.7). Based on the information in those files, participants were tested on an average of once every 6 weeks. Two-fifths (40.0%) of the participants had no positive tests; 22.5% tested positive in 50.0% or more of the

substance tests conducted. THC was the substance detected most often in positive tests.

Table 5.7: Winnebago County—Substance Use Testing

Evidence of Substance Use Testing in File	N	%
No	19	32.2
Yes	40	67.8
Total	59	100.0
Average Frequency of Program Substance Use Tests		
Once every 6 weeks or more often	25	62.5
Between once every 7 weeks and once every 12 weeks	7	17.5
Once every 13 weeks or less often	4	10.0
No information	4	10.0
Total	40	100.0
Average = 1.5 months Std. Dev. = 1.1 months Median = 1.2 months		
Percent of Positive Tests		
No positive tests	16	40.0
25% or fewer	3	7.5
26-50%	8	20.0
51-75%	6	15.0
76% or more	7	17.5
Total	40	100.0
Average = 37.5% Std. Dev. = 38.0% Median = 31.0%		

Program Session Attendance and Performance

Participant files contained a record of the number of group sessions they attended. Participants attended an average of 56.0% of the daily group sessions. As part of the program system of rewards and punishments, participants had the opportunity to accumulate up to 100 points per day for positive performance at daily session.²² As shown in Table 5.8, participants averaged 77.4 points per day with one-half of the group averaging 77.0 points per day or more.

Table 5.8: Winnebago County—Program Attendance

Activity	Average	Std. Dev.	Median	Min.	Max.
Percent of group sessions attended (n = 52)	56.0	31.5	64.5	1	100.0
Average program points per day (n=53)	77.4	6.5	77.0	57.8	100.0

²² The program awarded points on the following basis: bus arrival (5 points), attendance (10 points), attitude (25 points), participation (30 points), behavior during guest speaker (25 points), and bus departure (5 points).

Officer Contacts

The files also were examined to obtain information about the frequency with which the program or the participants' probation officers contacted participants' families and schools. Nearly all contacts with participants' families or schools were made by the participants' regular probation officer rather than by the program officer. On average, participants' families were contacted 1.2 times per month during the time participants were in the program (see Table 5.9). Schools were contacted, on average, once every 1.8 months during program participation.

Table 5.9: Winnebago County—Officer Contacts

Activity	Average	Std. Dev.	Median	Min.	Max.
Percent of group sessions attended (n = 52)	56.0	31.5	64.5	1	100.0
Average number of program contacts with family per month (n = 55)	1.2	1.3	.8	0	5.0
Average number of months between program contacts with school (n = 26)	1.8	1.5	1.4	.2	5.4

New Offenses

As shown in Table 5.10, 37.3% of the participants did not commit a new offense while in the program, 40.7% committed one new offense, and 20.8% committed two or more new offenses. On average, those who committed new offenses committed them within 1.3 months of beginning the program; 43.2% committed the new offense within one month of beginning the program. No one type of new offense was dominant among those committed. As shown in Table 5.10, 8.5% of participants had at least one offense against persons among their new offenses, 11.9% had at least one drug charge and two participants (3.4%) had at least one weapons charge.

Table 5.10: Winnebago County--New Offenses While in the Program

Number of New Offenses	N	%
None	22	37.3
One	24	40.7
Two	8	13.6
Three	4	6.8
Four	1	1.7
Total	59	100.1
Months in the Program at the Time of First New Offense		
Less than 1 month	16	43.2
1 month to less than 2 months	8	21.6
2 months to less than 3 months	6	16.2
3 months to less than 4 months	3	8.1
No information	4	10.8
Total	37	99.9
Average = 1.3 months Std. Dev. = 1.0 months Median = 1.0 months		
Predominant Type of New Offense		
Person	4	10.8
Property	7	18.9
Drug	3	8.1
Weapon	2	5.4
Sex	1	2.7
Procedural	9	24.3
Mixed	11	29.7
Total	37	99.9
New Offense Characteristics		
At least one drug offense among new offenses	5	8.5
At least one offense against persons among new offenses	7	11.9
At least one weapon offense among new offenses	2	3.4

Program Status

Most of the participants included in this analysis had completed the program—35.6% successfully and 47.5% unsuccessfully. The program staff made the determination of whether a discharge was successful or unsuccessful at the time of program exit. Among those who had completed, 44.9% returned to regular probation. The same percent were committed to the IDOC. Three participants (6.1%) were wanted on bench warrants. As shown in Table 5.11, participants who completed successfully averaged 4.3 months in the program. Unsuccessful discharges averaged 1.7 months.

Table 5.11: Winnebago County—Program Status and Months in Program

Status	N	%			
Still in program	10	16.9			
Discharged, successful	21	35.6			
Discharged, unsuccessful	28	47.5			
Total	59	100.0			
Discharged from Program to					
Returned to regular probation	22	44.9			
IDOC commitment	22	44.9			
Released from probation	1	2.0			
Mental health stay	1	2.0			
Wanted on warrant	3	6.1			
Total	49	99.9			
Program Status and Months in Program	Average	Std. Dev.	Median	Min.	Max.
Discharged, successful (n = 21)	4.3	.7	4.1	3.6	6.6
Discharged, unsuccessful (n= 28)	1.7	1.0	1.6	.3	4.0

VI. GLOBAL ISSUES

Focus Groups

Parent/guardian and youth participant focus groups were conducted in each of the three jurisdictions to elicit candid reactions to the programs' operations and services. A short time before the focus group sessions, program staff in each county contacted the parent(s)/guardian(s) of all current program enrollees to request their attendance. The parent/guardian groups were scheduled for late afternoon or early evening to minimize conflict with work schedules.

Each of the three parent/guardian focus group sessions began with a brief explanation of the university's role and responsibilities in conducting the program evaluations. The parents/guardians were assured that their participation in the group was voluntary and that their individual comments would be anonymous. It was further explained that the parent/guardian sessions would be followed by similar group sessions with their children if both they and the youths consented. The parents/guardians and the youths were assured that no program or probation personnel would be present during the focus groups and that no comments would impact negatively upon the youths' status. Copies of the Focus Group Protocols and Parental Consent forms are included in Appendix D.

In Winnebago County the parents/guardians of 7 of the 11 active Day Reporting Center enrollees participated in the adults focus group and five youths participated in the participants session. Only one pair of parents and one youth appeared for the sessions in Christian County. In Peoria County nine parents, one grandparent, and three juveniles attended the sessions.

Meaningful dialogue with the facilitator and among the focus group participants was initially slow and tentative in all six sessions. This hesitation seemed to be due primarily to the perception that attendance was mandatory in some respect and, at least for the parents/guardians, due to their unfamiliarity with other group members. However, after approximately 10 minutes a "comfort zone" began to develop in each group as individuals heard others expressing sentiments and experiences similar to their own. Although relatively few of the discussants responded directly to the set of standard protocol questions posed by the facilitator, a number of common themes emerged among the three parent/guardian groups and a few shared sentiments were heard in each of the youth groups.

Parent/Guardian Comments

The parents and guardians generally felt that the programs have been a positive, educational, and necessary experience for their children and they appreciate that the programs exist as an alternative to extended detention. Several did express concerns related to what they believed was limited information about the programs' components, rules and procedures, and limited communication regarding their children's progress. Most of the parents indicated that one of the program's most beneficial aspects, for them, is knowing where their kids are during program hours. This sentiment, and many of the other comments made by parents, revealed some unusual expressions of defensiveness, denial, naivete, and helplessness which suggest that some additional parent support group initiatives might be warranted.

Youth Comments

The youths expressed quite a variety of responses to the facilitator's questions, ranging from obvious "showing off" criticism to effusive and disingenuous praise of the programs. Between these two extremes were heard frequent statements indicating a prevalent like for most program activities, educational content, and personalized attention and recognition. Also common among the youths, and apparently unrelated to the length of time in programming, were very frequent statements minimizing the seriousness of their offenses.

When asked about what could be done to promote interest and participation in research surveys and focus groups, both the youth and adult contingents responded that a personal, face-to-face explanation of the research purpose would have been preferable to what they were given. The parents and guardians, in particular, were very complimentary of the focus group activities at their conclusion and many expressed regret that it was a singular event.

Conclusions and Recommendations

The three programs that are the focus of this evaluation present an opportunity to view a variety of programming approaches probation departments can take in response to juvenile crime. Any comparisons made herein are not intended to portray one of the programs as better or worse than the others. Rather, comparisons are made for the purpose of illustrating differences so practitioners may better appreciate the range of approaches represented by these programs and the potential ramifications of each. It is the authors' hope that this will better enable practitioners to determine which approach is the most appropriate to their individual circumstances.

Summary of the Three Programs

The Christian County Juvenile Probation Intensive Extended Day Program served 12 serious juvenile offenders between October 1997 and March 1999 (program inception and the end of this evaluation's data collection period, respectively). This program incorporates drug treatment, education, life skills, and MRT. Participants meet twice a week with the Extended Day Program officer to participate in Life Skills and MRT groups. Only four participants exited the program during the period covered by this evaluation—three did so unsuccessfully.

The Peoria County AGDAU served 51 gang and/or drug involved juvenile offenders between October 1997 and March 1999 (program inception and the end of this evaluation's data collection period, respectively). This five-stage program places a heavy emphasis on providing treatment services to clients in need, as evident by 76.5% of all participants receiving substance abuse treatment. Other AGDAU components include anger management, Bridges, community service work, and frequent contact with the two probation officers assigned to the program. During the time period covered by this evaluation, 18 participants exited the program—66.7% successfully.

The Winnebago County Day Reporting Center served 59 serious juvenile offenders between December 1997 and March 1999 (program inception and the end of this evaluation's data collection period, respectively). Without this center, these juveniles likely would have ended up incarcerated in detention or the IDOC. This center provides education, treatment, and recreational programming Monday through Friday from 3 p.m. to 9 p.m. During the time period covered by this evaluation, 49 participants exited the program—57.1% unsuccessfully.

County Similarities and Recommendations

One common thread for each of these initiatives is that the departments have made a commitment to provide an expanded array of services from within and outside their departments to youths considered to be among the highest risk offenders on their caseloads. The data displayed and discussed in the prior sections of this report give some indication of the quantity of services provided to youths in these three counties.

However, there also is an unquantifiable dimension to the level of care and attention provided by program personnel. Interviews with program staff, service providers, justice system professionals, and others affiliated with the programs consistently revealed the willingness of the programs' staff to go beyond the official parameters of their jobs to provide these youths with an opportunity for success. This is commendable behavior but it presents a potential challenge to maintaining program quality if the existing officers leave. While the research team recognizes that resources are limited, planners in each county should search for ways to encourage staff stability and to institutionalize the positive contributions of current staff to program integrity. In addition, program administrators need to find ways of encouraging continued officer enthusiasm after the high-energy period usually accompanying program initiation.

While each of the programs seeks to address the behavior of high risk juvenile offenders, the definition of high risk varies in each community. These differences appear to be associated with a variety of local factors including the variation in overall juvenile crime patterns in the individual counties and local juvenile justice system philosophies regarding incarceration of youths. For example, offenders in Winnebago County have more extensive histories of criminal behavior and, on average, more

crimes involving personal violence than do offenders in Christian and Peoria Counties. Nonetheless, officials in all areas of the juvenile justice system in each county consider the offenders in their respective programs as among the most serious juvenile offenders in their county. This may be because offenders in Christian and Peoria Counties who commit crimes of personal violence are more likely to be targeted for incarceration than offenders in Winnebago County. This in turn may be related to the prevalence of such crimes in each county and consequently to differing tolerance levels. These local differences appear to translate into different program goals and the extent to which non-compliance from the participants is tolerated.

Officials in each county expressed a desire in interviews and in their program documents to avoid incarcerating their youths. However, the programs differ in the amount of noncompliance they tolerate before they request incarceration. For example, in Winnebago County 50.0% of the juvenile participants had six or more prior arrests. In Peoria County, the maximum number of priors was four; in Christian County it was three.

It appears the differences among the counties may be related to the differences in prior offense histories of the offenders in their counties. This was illustrated in interviews with officials in Christian County. Several interviewees in that county expressed the concern that while the program participants were among the most serious juvenile offenders in the county, their behavior was less serious, especially in terms of violence, than the behavior exhibited by much of the juvenile correctional population in Illinois. These officials also noted their belief that incarcerated juveniles returned to their community post-incarceration no better, and perhaps worse, for the

experience. Specifically, they believed incarceration and the association of their county's youths with more serious offenders from other counties increased the possibility of escalating violence by the juvenile upon returning to the community. For this reason, probation officials in Christian County were very reluctant to recommend incarceration for offenders who violated program rules.

Officials in Winnebago County also acknowledged the possible adverse effects of incarceration. However, they also believed that youths in their program often were comparable in prior behavior to incarcerated youths. For that reason and perhaps because current offenses were relatively serious, program violations in Winnebago County were more likely to result in incarceration.

Regardless of the county, not all program violations resulted in requests for incarceration. Each county utilized less severe sanctions for certain program violations. However, the certainty of sanctions for violations varied. In both Christian and Winnebago Counties a consistent pattern appeared in the case files of sanctions associated with program violations. In Christian County, violations involving drug use usually resulted in residential treatment. Technical violations often lead to increased reporting requirements or enhanced monitoring. Sanctions for new offenses not related to drug usage varied according to the nature of the offense and the individual's prior performance in the program. In Winnebago County, minor violations most often resulted in withheld privileges while more serious violations, such as new offenses, generally resulted in custody in the juvenile detention center or incarceration within the IDOC.

The research team was unable to discern a clear pattern of consequences from the case files related to program violations for offenders in Peoria County. This was most notable in relation to positive drug use tests at the program.²³ While some offenders suffered consequences for positive drug tests, in other instances there was no evidence of any ramifications for repeated positive drug screens. The research team was unable to determine any factor that consistently distinguished those cases where sanctions were imposed from the others. Although Peoria County maintains an administrative sanctions program for juveniles in the AGDAU, it was not clear how those sanctions applied to specific instances of noncompliance. It is recommended the AGDAU officials develop a clear policy regarding sanctions associated with program violations.

School enrollment was consistently related to program success for participants in each county. In each county it appears program staff have worked to maintain a positive relationship with the local schools. While it is premature to declare a causal relationship between school participation and program success, it appears worthwhile for the programs to continue building relationships with the local schools. This is particularly challenging for the Peoria County AGDAU, a program with gang youths as part of its target population, because of the county's largest school district's "zero tolerance" policy, resulting in the suspension of gang-affiliated youths.

In this regard, the Winnebago County experience may be of value to school officials in Peoria County. In Winnebago County, as in the other counties, school participation is associated with successful completion of programming. While the

²³ Information about tests and consequences was not obtained for specific juveniles from treatment providers.

Winnebago County youths generally have more serious offense histories, a greater percentage of these youths remain in the school system than in Peoria County.

Individuals associated with the programs from various levels of the local juvenile justice system or the community expressed a desire for more information regarding the programs. This was particularly true regarding positive outcomes from the programs. Most individuals acknowledged that they received information regarding juveniles' noncompliance either formally or informally. However, few indicated they had as complete information regarding the juveniles' successes. Each program has undertaken some efforts to acknowledge successful completion of the program or stages of the program. This has taken the form of letters of praise, graduation ceremonies, and recreational activities associated with positive behavior. Each program is encouraged to examine additional ways in which positive behavior or success can be acknowledged or rewarded and publicized to parents and others with responsibility for the juveniles.

To the extent that employment, like school, provides a pro-social means of occupying a young person's time, program staff are encouraged to facilitate greater employment opportunities for youths in their program. This includes providing youths with the necessary tools to apply for a job. Christian and Peoria Counties could add rewards for attaining and then maintaining employment. They also need to adjust program requirements to accommodate the reasonable demands of the youth work schedule. As a caveat, however, it is recommended that these programs carefully consider an appropriate balance to ensure that beneficial treatment programming access is maintained. Since the "competing demands of employment" can be used as a

screen by juveniles to mask noncompliance, the programs need to cultivate direct communication links with potential employers.

Program staff and local juvenile justice officials agree that increasing parental involvement with program youths would be a positive development. Also, program personnel are generally frustrated by their inability to attain greater parental involvement. Certainly, increasing parental involvement is a substantial challenge for program personnel to the extent that some of the parents have not been involved in their child's life for some time and may be resistant, or even hostile, to intervention from the probation office. Program personnel are encouraged to examine all possible mechanisms for encouraging greater parental participation. Greater utilization of positive reinforcements for program success may be one method of acquiring greater participation and cooperation from parents. Perhaps the development of new initiatives, such as support groups for the parents, might better address the needs and interests of the parents.

AGDAU's target population includes juveniles with gang activities or association. Several individuals interviewed expressed concern over officer safety given the risk presented by some of the AGDAU participants and the areas of the city in which these participants live. Since a mainstay of AGDAU's design is the enhanced level of supervision provided, officers need to be able to enter the neighborhoods in which their participants live. Program administrators need to consider providing AGDAU officers with access to varied types of officer safety training and allowing officers wider discretion in the choice of safety equipment.

VII. PROPOSED IMPACT EVALUATION

The ICJIA request for proposals for this evaluation project indicated a thorough impact evaluation would be considered after the completion of the process and preliminary impact evaluations, if it appeared such an impact evaluation would be fruitful. Descriptions of the participants' program performance provided in each of the county-specific sections of this evaluation provide a preliminary glimpse of the impact of the programs on their participants and the participants' families. Each of the programs appear to have been at least partially successful in modifying the criminal and substance abuse behaviors of a portion of their clients. However, any conclusions that could be drawn were constrained by limits in the information collected by the programs about their clients, by the relatively small numbers of clients who have completed the programs, and by the short timeframe of this initial evaluation. Two changes in the data collection practices of the programs' staff would be needed to allow a thorough impact evaluation to follow up on the preliminary finding of this evaluation. Control groups for such an analysis could be constituted using documents already routinely maintained by the programs.

Adding New Dimensions to Program Files

The findings of this preliminary impact analysis indicate it would be productive to pursue an in-depth examination of how three factors—family involvement, school enrollment, and employment—influence the degree to which these programs impact their juvenile clients. If data related to these key factors were collected as a routine part of program file maintenance and a sufficient length of time passed allowing a larger group of juveniles to complete these programs (thus increasing the number of cases for

analysis), a comprehensive impact evaluation could be conducted. Such an evaluation also could include the examination of recidivism rates in order to ascertain the larger effect of the program on youth rehabilitation or habilitation. Recidivism analysis was not possible in the initial analysis because of the recency of program completion for discharged participants.

Family Involvement

When asked during interviews about the factors that contribute to program and treatment success, probation and service provider staff members consistently responded that family involvement is the key contributing factor. During the focus groups, the parents agreed with this observation.

First, it is recommended that the three programs begin recording data on family involvement in their case files and encourage treatment providers to give the program that information about family involvement in treatment programming. Specifically, this would include an initial assessment of the status of the juvenile's relationship with his/her family, periodic reassessments of this status, the frequency of parent attendance at meetings or events, and the quality of the parents participation at those events. This qualitative data source could be subjected to content analysis and the results of the analysis used to examine the impact of family involvement on participants' program outcomes and participant recidivism.

Second, as each program experiments with different strategies to increase that involvement, the officers should make contemporaneous records of their expectations for the strategies, the perceived outcomes of those strategies, and the changes made in response to the outcomes. For example, the literature on the effectiveness of ART

indicated juveniles whose families were involved in the ART programming had better outcomes than did those juveniles whose families were not involved. Winnebago County attempted to include family participation in their ART programming but the families did not respond to the opportunity to become involved. In response, the program modified its approach to family involvement. As each of the programs tries to find an effective route to maximize family participation, detailed notes on the process would assist impact evaluators in forming accurate outcome measures for the dimension.

School Enrollment

In all three counties, there was a positive relationship between program success and whether the juvenile remained in school. The small number of clients that completed the programs to date limits the persuasiveness of this apparent relationship. In addition, it would be useful to further explore this relationship by including in the data collection whether the client was enrolled in a regular or alternative school, the extent of the client's special education involvement, and whether the client was accessing any service to facilitate staying in school (e.g., tutoring, mentoring programs). The researchers recommend that these items of information become a part of routine program record keeping.

Employment

Employment offers juveniles a hands-on course in life skills, thus the benefits of it should be recognized. For those juveniles not enrolled in school, employment provides a potential source of structure for their free time. However, employment provides a potential source of conflict with the juvenile's need for treatment and other

programming. Keeping records detailing the extent to which a participant is employed and whether there appears to be any conflict with mandated programming would allow the impact evaluation to provide information the programs could consult in drawing the line between encouraging the positive aspects of employment and insisting on appropriate participation in program activities.

Enhancing the Data Collected on Existing Dimensions

The data contained in the program participant files could be enhanced to facilitate an impact analysis. These files are maintained by the probation officers for their use and to assist in their interaction with the courts and service providers. Because of this, much in the file that is transparent to the officers is opaque to outside evaluators. Changing the explicitness of information in the files about important aspects of client performance would allow an evaluator to assemble data about client performance with sufficient detail to pursue correlates of program success. For example, it would be useful if the files routinely documented in a single location all the services clients were receiving by program and external providers, the duration of those services, and periodic assessment of clients' progress in programming provided by those services. Adding detail and consolidating the location of this information is particularly important for those clients receiving substance abuse treatment during program participation. A single sheet in the files including a statement of the client's progression through program stages and an articulation of the standards used for evaluating client's progress through the program levels is important information.

Selecting Control Groups

In Peoria and Winnebago Counties the selection of appropriate control groups would be an essential element of the analysis of the impact of program participation on substance abuse treatment success, educational attainment, finding and maintaining employment, and recidivism. Given the relatively small size of the Christian County probation population and the fact that the program participants have been chosen, in part, because of their differences from the other juvenile probationers, it seems unlikely that a comparable control group could be created for analysis in Christian County. The results of this evaluation indicate that it would be important to match the control and program groups on prior offense histories, age, educational enrollment, substance use histories, and gang involvement. In addition, two assessment tools currently used by both probation departments could enhance the match between the control and program groups.

The AOIC promulgated the Strategy for Juvenile Supervision (SJS) to assist probation officers in designing intervention strategies with adjudicated youth. While not all probation offices in Illinois utilize the SJS, Peoria and Winnebago Counties do utilize it. The SJS includes four classification categories that attempt to separate youth according to their motivation for offending. The categories are casework control (CC), limit setting (LS), selective intervention (SI), and environmental structure (ES). The SJS is a validated instrument that currently exists in the case files and is available to match the control and program groups on a variety of quantitative and qualitative dimensions important to probationer performance. Members of the control group would be selected

to mirror the relative representation of the SJS categories among the program participant group.

In addition to the SJS, the AOIC promulgated a risk assessment instrument for use by all probation departments in Illinois. This is a one page, scorable instrument in the form of a decision making tree. Once base information regarding the youth is gathered in the intake process, the instrument can be completed and scored in a matter of minutes. It is designed to predict the probability of the youth re-offending during the term of probation and primarily relies upon school-based problems to predict risk. The resulting score suggests one of three supervision levels (maximum, medium, or minimum). The supervision level in turn forms the basis for the amount of contact required between the probation officer and the juvenile. AOIC standards require re-assessment of risk half way through the term of probation or within 1 year of the last assessment, whichever is sooner (Illinois Juvenile Probation Assessment and Supervision System. AOIC, March 1995).

The results of these risk assessments and reassessments can be used in two ways. First, they provide one dimension on which to match the control and program groups. Second, the assessment results can be tracked over time to follow the progress of program participants in response to program services.

Summary

In conclusion, the results of the process evaluation and preliminary impact analysis indicate that it would be productive to conduct an in depth impact analysis of the programs in the three counties. That in depth analysis would require a slight modification of program record keeping practices. Once those record keeping

modifications were in place, the impact evaluation should be postponed until sufficient time passed to allow a greater number of participants to complete each of the three programs and to provide enough elapsed time to make recidivism analysis productive.

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Websites

County Maps: <http://www.census.gov/geo/www/>

Geostat: <http://fisher.lib.virginia.edu/ccdb>

State Maps: http://www.lib.virginia.edu/gic/ftp/gic/states/illinois/dlg/il_county.gif

US Census: <http://www.census.gov>

APPENDICES

Appendix A: Human Subjects Approval, Revised Methodology, and Court Orders

Appendix B: Interview Protocols and List of Interviews Conducted

Appendix C: Case Data Collection Forms

Appendix D: Focus Group Protocols

Appendix E: Readability Analyses

Appendix F: AGDAU Screening Instrument

APPENDIX A

Human Subjects Statement

Project: The Evaluation of Juvenile Day Reporting Centers in Christian, Peoria and Winnebago Counties

1. **Names:** Richard Schmitz and Pinky Wassenberg **Phone:** 217-206-6343
Position: Co-principal Investigators **Dept.:** Center for Legal Studies
2. **Address:** Center for Legal Studies; UIS
3. **Project title:** The Evaluation of Juvenile Day Reporting Centers in Christian, Peoria and Winnebago Counties
4. **Type of research:** Sponsored Research funded by the Illinois Criminal Justice Information Authority
5. **Anticipated starting and completion dates:** July 1, 1998 - June 30, 1999
6. **What this study attempts to investigate:** The evaluation has three parts. First, the process evaluation will provide descriptions of the three juvenile day reporting centers' initiation contexts as well as their initial designs and structures. This section will examine the ways in which the centers evolved as they were implemented and explain the differences observed between the centers as initially designed and the centers as they were implemented. The second portion of the evaluation will provide a preliminary assessment of the impact of the centers on juvenile participants and their families; the juvenile justice system; and treatment and service providers contracting with the centers. Finally, there will be an overall assessment of the three centers as viable post-disposition alternatives for the targeted groups of juvenile offenders. That overall assessment will include recommendations for the three centers; an exploration of the lessons provided by those centers for those interested in creating similar centers elsewhere; and a discussion of the implications of the evaluation for the existing scholarly literature on post-disposition alternatives for juvenile offenders.
7. **What are the potential benefits of this research:** The research will assist the three juvenile day reporting centers in fine-tuning their operation. In addition, the evaluation will provide information useful to those considering the creation of similar centers.
8. **Who are the participants and how are they recruited?** There are three groups of persons arguably participating in this research:
 - Group 1:** The first human subjects being contacted are the personnel of the public agencies in four counties (Christian, Peoria and Winnebago) whose operations relate to the process of administering the juvenile day reporting centers. These agencies include the courts, public defenders' offices, state's attorneys' offices, local law enforcement and juvenile probation offices. None of these individuals are under 18 years of age. All individuals contacted for interviews have the option of refusing to participate. Individuals are recruited because they hold specific positions as individuals in public service.
 - Group 2:** The second group of research participants includes all juveniles who have participated in the juvenile day reporting center programs since their inception. Since the day reporting centers are relatively new programs, the

research team anticipates all these subjects still will be less than 18 years of age during the evaluation time frame. The purpose of using the juveniles as research subjects is to obtain their input regarding the evaluation of the juvenile day reporting centers and the center programs. **We are not evaluating the juveniles.** Three types of information will be sought from these juveniles:

a. Data will be coded from the juvenile day reporting centers' case files for all juvenile participants since the creation of the centers. In addition, if the center files are incomplete, further information will be sought from the case files maintained by the county circuit clerks' offices. The purpose for obtaining the file information is to determine the extent to which the juvenile day reporting centers are operating in accord with their formal goals, objectives and procedures. These juveniles' files are sealed files under the Illinois' Juvenile Court Act. Before the research team can have access to these files, we will have to receive a court order from the chief judge in each county. (The case data coding form is included as Attachment A.)

b. The juveniles will be asked to complete a survey twice during the evaluation. The surveys will ask the juveniles to evaluate the day reporting centers and their programs. These surveys will be distributed to the juveniles only after receiving signed consent forms from their parents/guardian. (The letters, form and survey are included in Attachment B.) An assent form for the juveniles has not been used because signed assent forms would provide evidence of which juveniles had completed surveys. The cover letter with the surveys will emphasize that participation in the survey is entirely voluntary and that results will be anonymous. The juveniles are told that if they do not want to complete the surveys, they can throw them away. A juvenile's decision to return the survey is taken as evidence of assent.

c. The juveniles will be invited to participate in two focus groups during the evaluation. The invitations to participate will be communicated with the survey letters. (The letter to juveniles and the focus group protocol are included in Attachment C). Only those juveniles whose parents/guardians sign consent forms will be invited to participate. (The letter to parents and consent form is included in Attachment B.) Juveniles will not be asked to sign assent forms prior to focus group participation because the signed forms would provide evidence of which juveniles had attended the focus group meeting. The juvenile will be asked orally if they are attending voluntarily. The purpose of this focus group will be to elicit the juvenile's evaluation of the centers and their programs. **It will not be to evaluate the juveniles.** The focus groups will not be conducted at the juvenile day reporting center. No one except members of the evaluation team and juvenile volunteers will be present at the focus groups. Evaluation team members will take notes during the session; recordings will not be made. No record of who attended the focus groups will be made.

Group 3: The parents/guardians of juveniles in the day reporting centers will be invited to participate in two focus groups during the evaluation. The invitations to participate will be communicated by letter to the parents/guardians. (The letter and focus group protocol are included as Attachment D.) The parents/guardians who wish to participate in the focus groups will be asked

orally to consent prior to participation. Signed consent forms are not being used because the forms would provide evidence of which parents had attended the focus group. The purpose of this focus group will be to elicit the parents'/guardians' evaluation of the centers and their programs. **It will not be to obtain evaluative information regarding the juveniles or their families.** The focus groups will not be conducted at the juvenile day reporting center. No one except members of the evaluation team and juvenile volunteers will be present at the focus groups. Evaluation team members will take notes during the session; recordings will not be made. No record of who attended the focus groups will be made.

9. **Where will the research be conducted:** Most of the research activity will take place in the three counties listed above.

10. **What feedback will be given to participants?**

Group 1 - juvenile justice system personnel: These individuals will be asked to review and comment on a draft of the final evaluation report.

Group 2 – juvenile participants in the day reporting centers: These individuals will be told copies of the final evaluation report will be available from the Center for Legal Studies at the conclusion of the contract.

Group 3 – parents/guardians of juvenile participants in the day reporting centers: These individuals will be told copies of the final evaluation report will be available from the Center for Legal Studies at the conclusion of the contract.

11. **What are the potential risks to the participants?**

Group 1 - juvenile justice system personnel: The potential risk to these individuals would be retaliation at work or in their relations with other agencies for critical comments made during these interviews. Interview subjects will not be named when the results of interviews are reported. However, the professional communities involved are sufficiently small that an informed individual could make reasonably accurate guesses regarding the identity of some subjects. This risk is unavoidable.

Groups 2 and 3 - juvenile participants in the day reporting centers, their parents/guardians: One risk to these individuals would be disclosure of information from the case files. To protect against this danger, confidentiality precautions outlined below will be taken. In addition, Illinois' Juvenile Court Act requires the permission of the Chief Judge of the applicable circuit before juvenile court case files are accessed. The second risk would be that failure to participate in the survey or evaluation or criticism of the centers might be used against the juveniles or their families by juvenile day reporting center personnel. Subjects will be protected from this risk by procedures described below.


12. **Will deception be used?** No.

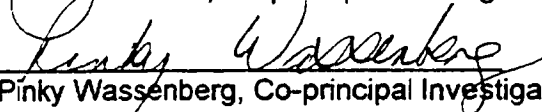
13. Confidentiality of data records:

Case data information: The name of the juveniles will not be recorded, nor will the names of family members. Addresses and telephone numbers will not be recorded. Each case will be identified only by court docket number and county. Paper case data coding forms will be shredded after data entry is verified. Until that time, the coding forms are kept in a locked file cabinet in the office of one of the principle investigators. Data entry personnel will be full-time CLES employees who are used to handling confidential information. All case data files will be kept in CLES computers as encrypted files to guard against unauthorized access.

Survey information: The surveys will be accompanied by cover letters explaining the purpose of the survey and the evaluation. Surveys will be administered only to those juveniles whose parents/guardians have signed a consent form. The juvenile participants will be asked to respond to the survey and return it to the Center for Legal Studies in a postage-paid envelope included with the survey. The surveys will be anonymous. It is hoped that keeping the survey brief and focused on the centers rather than on the juveniles will encourage the juveniles to respond to the survey. The returned surveys will be shredded after data entry is verified. Until that time, the surveys are kept in a locked file cabinet. Data entry personnel will be full-time CLES employees who are used to handling confidential information. All survey data files will be kept in CLES computers as encrypted files to guard against unauthorized access.

Focus group information: The focus groups will not be conducted at the juvenile day reporting center. No one except members of the evaluation team and juvenile volunteers will be present at the focus groups. Evaluation team members will take notes during the session; recordings will not be made. No record of who attended the focus groups will be maintained.

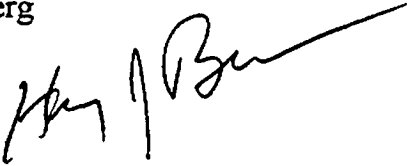

Richard Schmitz, Co-principal Investigator


Pinky Wassenberg, Co-principal Investigator

UNIVERSITY OF ILLINOIS
AT SPRINGFIELD

Memorandum

TO: ✓ Pinky Wassenberg
Rick Schmitz

FROM: Harry Berman 

DATE: August 14, 1998

SUBJECT: Approval of Human Subjects Protocol

The Institutional Review Board met today and approved the protocol for your project, "An Evaluation of Juvenile Day Reporting Centers in Christian, Peoria and Winnebago Counties." The committee requested that a statement regarding mandated reporting be added to the information that will be read to the juveniles participating in the focus groups. Please forward a copy of that revised statement to my office at your earliest convenience. Otherwise, you may proceed to carry out your study.

I appreciate the attention you have given to the issue of the protection of human subjects, and I wish you success in your research.

UIS

Revision to Evaluation of Juvenile Day Reporting Centers

One of the major methodological challenges facing an evaluation of programs in the criminal justice system is finding a workable way of eliciting offender evaluations. Meeting this challenge requires balancing the need for valid and reliable information from offenders with the need to protect the offenders' rights as research subjects. In addition, offenders are often resistant to traditional means of encouraging research subjects to provide information to researchers. Therefore, two complementary methods of obtaining participant evaluations of the programs were planned: juvenile participants were to be surveyed at two points during the evaluation and they were to be asked to participate in focus groups. Parents also were to be asked to participate in focus groups.

The first survey was administered in the fall. Because the survey subjects are juveniles, they could not be surveyed without the permission of their parents/guardians. Therefore, the evaluation team began the survey process by sending letters to the parents/guardians of each juvenile identified as a program participant in one of the three counties. That letter explained the purpose of the evaluation and described the procedures used to protect the rights of the juveniles as subjects of research. A consent form was included with the letter. If a parent consented to the juvenile's participation in the survey and/or focus group, the parent was asked to sign and return the consent form in the postage-paid envelope. The response to the request for consent to survey the juveniles included: one consent returned from Christian County, two from Peoria County, and one from Winnebago County. Surveys were mailed to the juveniles whose parents had returned consent forms. One juvenile returned a survey. Sufficient consents were not to make it worthwhile to make arrangements for the first focus groups.

According to the original methodology, the research team should be repeating this process of eliciting consents and surveying the juveniles. Given the lack of

response during the first round from both parents and juveniles, we propose changing the method of obtaining feedback from the juveniles and their parents. We are proposing changes: 1. A change in the way we communicate with the juveniles and their parents, 2. Replacing the second survey/focus group procedure with only a focus groups, and 3. Changing the location of the parental focus group.

If the changed methodology works, it would have the advantage of providing input on the programs from juveniles and parents. At this point, we do not have that input. The major disadvantage to the changes would be an increased danger of juveniles or parents perceiving that their participation in the research is coerced in some fashion. We believe we can take reasonable procedures to minimize that danger.


1. Change in communicating with juveniles and parents. We propose seeking the aid of the juvenile day reporting programs' staff in the three counties to distribute the parental consent documents to the parents. Program staff would be asked to provide to the parents the letter from us seeking consent to contact the juveniles. Program staff would be asked to encourage parents to sign and return the forms. If the parents agreed, they would be instructed to mail the signed consent forms to UIS-CLES in postage paid return envelopes.

2. Replacing the second survey/focus group procedure with only a focus group. The evaluation team would ask the day reporting centers for permission to conduct focus groups of the juveniles during a time when the juveniles usually are assembled as a group at the centers' facilities. Those juveniles for whom we had signed parental consents would be invited to go to a particular room with evaluation staff. No center staff would be present in the focus group room. Juveniles would be assured (orally and in writing) participation is voluntary and focus group comments are confidential.

3. Changing the location of the parental focus group. We would ask the reporting center staff to convey to the parents our invitation to attend a focus group at the center facility. If possible, we would hold the focus group at a time the parents would be at the center facilities for other purposes. Again, the parents would be assured participation was voluntary and comments would be confidential. No center staff would be present in the focus group room.

UNIVERSITY OF ILLINOIS
AT SPRINGFIELD

Memorandum

TO: Pinky Wassenberg
FROM: Harry Berman 
DATE: April 16, 1999
SUBJECT: Approval of Human Subjects Protocol

Thank you for providing the update on the Juvenile Day Reporting Centers Evaluation Project. I have reviewed the information, and find your methods and procedures consistent with those originally approved by the IRB. Therefore, a meeting of the Institutional Review Board will not be necessary and you may proceed with your study.

I appreciate the attention you have given to the issue of the protection of human subjects, and I wish you success in your research.

UIS

IN THE CIRCUIT COURT FOR THE FOURTH JUDICIAL CIRCUIT
CHRISTIAN COUNTY ILLINOIS

ORDER

WHEREAS, the Center for Legal Studies at the University of Illinois at Springfield has been awarded a contract from the Illinois Criminal Justice Information Authority to conduct a study of juvenile day reporting centers, and

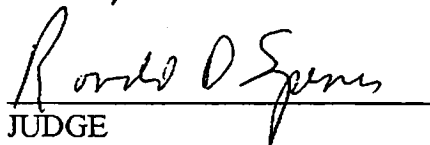
WHEREAS, 705 ILCS 405/1-8 (A) (8) authorizes release of juvenile court information to "persons engaged in bona fide research, with the permission of the presiding judge of the juvenile court and the chief executive of the agency that prepared the particular records; provided that publication of such research results in no disclosure of a minor's identity and protects the confidentiality of the record."

WHEREAS, the Court has been provided assurances from the Center for Legal Studies that its research will not result in the disclosure of any minor's identity and that confidentiality will be protected as set forth in Exhibit A which is attached to and made a part of this Order.

NOW THEREFORE, IT IS ORDERED, ADJUDGED AND DECREED AS FOLLOWS:

Permission is granted to the Office of the Circuit Clerk, Probation Office, and State's Attorney's Office to allow access to and the ability to record data from any juvenile delinquency files for cases originating in calendar year 1997 or after to Richard Schmitz, Pinky Wassenberg, Marissa Patterson, Sherry Boner, or Sherry Meyers of the Center for Legal Studies, University of Illinois at Springfield. Permission is further granted for staff of these respective offices to discuss the cases with the named representatives of the Center for Legal Studies.

Dated: *Sept 20*, 1998



JUDGE

IN THE CIRCUIT COURT FOR THE TENTH JUDICIAL CIRCUIT
PEORIA COUNTY ILLINOIS

ORDER

WHEREAS, the Center for Legal Studies at the University of Illinois at Springfield has been awarded a contract from the Illinois Criminal Justice Information Authority to conduct a study of the Anti-Gang and Drug Abuse Unit (AGDAU), and

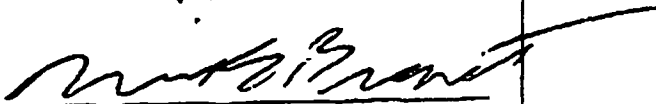
WHEREAS, 705 ILCS 405/1-8 (A) (8) authorizes release of juvenile court information to "persons engaged in bona fide research, with the permission of the presiding judge of the juvenile court and the chief executive of the agency that prepared the particular records; provided that publication of such research results in no disclosure of a minor's identity and protects the confidentiality of the record."

WHEREAS, the Court has been provided assurances from the Center for Legal Studies that its research will not result in the disclosure of any minor's identity and that confidentiality will be protected as set forth in Exhibit A which is attached to and made a part of this Order.

NOW THEREFORE, IT IS ORDERED, ADJUDGED AND DECREED AS FOLLOWS:

Permission is granted to the Office of the Circuit Clerk, Probation Office, and State's Attorney's Office to allow access to and the ability to record data from any juvenile delinquency files for cases originating in calendar year 1997 or after to Richard Schmitz, Pinky Wassenberg, Marissa Patterson, Sherry Boner, or Sherry Meyers of the Center for Legal Studies, University of Illinois at Springfield. Permission is further granted for staff of these respective offices to discuss the cases with the named representatives of the Center for Legal Studies.

Dated: 11/16, 1998



JUDGE

98MR-182

IN THE CIRCUIT COURT FOR THE SEVENTEENTH JUDICIAL CIRCUIT
WINNEBAGO COUNTY ILLINOIS

ORDER

WHEREAS, the Center for Legal Studies at the University of Illinois at Springfield has been awarded a contract from the Illinois Criminal Justice Information Authority to conduct a study of juvenile day reporting centers, and

WHEREAS, 705 ILCS 405/1-8 (A) (8) authorizes release of juvenile court information to "persons engaged in bona fide research, with the permission of the presiding judge of the juvenile court and the chief executive of the agency that prepared the particular records; provided that publication of such research results in no disclosure of a minor's identity and protects the confidentiality of the record."

WHEREAS, the Court has been provided assurances from the Center for Legal Studies that its research will not result in the disclosure of any minor's identity and that confidentiality will be protected as set forth in Exhibit A which is attached to and made a part of this Order.

NOW THEREFORE, IT IS ORDERED, ADJUDGED AND DECREED AS FOLLOWS:

Permission is granted to the Office of the Circuit Clerk, Probation Office, and State's Attorney's Office to allow access to and the ability to record data from any juvenile delinquency files for cases originating in calendar year 1997 or after to Richard Schmitz, Pinky Wassenberg, Marissa Patterson, Sherry Boner, or Sherry Meyers of the Center for Legal Studies, University of Illinois at Springfield. Permission is further granted for staff of these respective offices to discuss the cases with the named representatives of the Center for Legal Studies.

Dated: 12/5, 1998

Murphy A. Morrison
JUDGE

I hereby certify that this document is a true, perfect and complete copy of the original on file in my office.

Mauro A. Gasparini
Clerk of the Circuit Court
Winnebago County, Illinois
By *[Signature]*
Deputy Clerk
Date 10-5-1998

FILED
Date: 10-5-1998
Mauro A. Gasparini
Clerk of the Circuit Court
By *[Signature]* Deputy
Winnebago County, IL

APPENDIX B

Interview Protocol - Program Personnel

Interview Subject:

Subject's Role in Program:

Interview Date:

Interviewers' Initials:

1. How long and what capacity have you been involved with the EXTENDED DAY PROGRAM?

2. What do you think about the general idea of the EXTENDED DAY PROGRAM?

3. What led to the creation of the EXTENDED DAY PROGRAM in your county?

4. What were the original goals of the EXTENDED DAY PROGRAM?
 - 4a. Have those goals changed? If yes, how?

 - 4b. Do you think those goals have been achieved? Why/Why not?

5. Was any special training provided for staff working with the EXTENDED DAY PROGRAM?
 - 5a. If yes, please describe and evaluate.
 - 5b. If no, was it considered? If it was considered, why wasn't it done? Would it have been helpful?

6. What aspects of the EXTENDED DAY PROGRAM have worked the best?

7. Have any aspects of the EXTENDED DAY PROGRAM proven to be problematic? If so, which ones? Why?

8. Overall, how well do you think the EXTENDED DAY PROGRAM has worked in Christian County?

9. Have any major changes occurred? What? Why did each occur? What impact did the change have on the operation of the EXTENDED DAY PROGRAM?

10. Is there anything you would like to see changed about the EXTENDED DAY PROGRAM? What? Why? How likely is it that this change will be made?

11. Given your experience with EXTENDED DAY PROGRAM offenders to this point, what sorts of offenders seem to do the best in the program? Why do you think that happens?
 - 11a. What sort seems to do the worst? Why do you think that happens?

12. Please describe the process that exists to select EXTENDED DAY PROGRAM participants?

12a. Why was that particular approach taken?

12b. Are you satisfied with that procedure? Why/why not?

13. Has the type of offender in the EXTENDED DAY PROGRAM changed during the program? How? What impact did such a change have on the program?

14. What sorts of comments do you get from EXTENDED DAY PROGRAM participants? What do you think about these comments?

15. Do you get any complaints from EXTENDED DAY PROGRAM participants? What sort of complaints? What do you think about these complaints?

16. Do you try to involve the participant's families in the program? How?

16a. How have the families of EXTENDED DAY PROGRAM participants reacted to the program? Explain.

17. Do you contact the schools attended by participants? Please describe.

17a. Have you had any feedback from the schools about the program? Please describe.
18. Has the EXTENDED DAY PROGRAM had an impact on your department? On department resources?
19. Overall, what impact do you think the EXTENDED DAY PROGRAM has had on the county criminal justice system (including the court, probation, public defenders, and prosecutors)?
20. How has the availability of resources effected the operation of the EXTENDED DAY PROGRAM?
21. Would you like to see the program expanded? What sort of expansion -- more numbers or the inclusion of a broader base of offenders?
22. Is there anything else you would like to mention about the program?

Interview Protocol - Program Personnel

Interview Subject:

Subject's Role in Program:

Interview Date:

Interviewers' Initials:

1. How long and what capacity have you been involved with the AGDAU?

2. What do you think about the general idea of the AGDAU?

3. What led to the creation of the AGDAU in your county?

4. What were the original goals of the AGDAU?
 - 4a. Have those goals changed? If yes, how?

 - 4b. Do you think those goals have been achieved? Why/Why not?

5. Was any special training provided for staff working with the AGDAU?

5a. If yes, please describe and evaluate.

5b. If no, was it considered? If it was considered, why wasn't it done? Would it have been helpful?

6. What aspects of the AGDAU have worked the best?

7. Have any aspects of the AGDAU proven to be problematic? If so, which ones? Why?

8. Overall, how well do you think the AGDAU has worked in Peoria County?

9. Have any major changes occurred? What? Why did each occur? What impact did the change have on the operation of the AGDAU?

10. Is there anything you would like to see changed about the AGDAU? What? Why? How likely is it that this change will be made?

11. Given your experience with AGDAU offenders to this point, what sorts of offenders seem to do the best in the program? Why do you think that happens?

11a. What sort seems to do the worst? Why do you think that happens?

12. Please describe the process that exists to select AGDAU participants?

12a. Why was that particular approach taken?

12b. Are you satisfied with that procedure? Why/why not?

13. Has the type of offender in the AGDAU changed during the program? How? What impact did such a change have on the program?

14. What sorts of comments do you get from AGDAU participants? What do you think about these comments?

15. Do you get any complaints from AGDAU participants? What sort of complaints? What do you think about these complaints?

16. Do you try to involve the participant's families in the program? How?
 - 16a. How have the families of AGDAU participants reacted to the program? Explain.

18. Do you contact the schools attended by participants? Please describe.
 - 18a. Have you had any feedback from the schools about the program? Please describe.

19. Has the AGDAU had an impact on your department? On department resources?

20. Overall, what impact do you think the AGDAU has had on the county criminal justice system (including the court, probation, public defenders, and prosecutors)?

21. How has the availability of resources effected the operation of the AGDAU?

22. Would you like to see the program expanded? What sort of expansion -- more numbers or the inclusion of a broader base of offenders?

23. Is there anything else you would like to mention about the program?

Interview Protocol - Program Personnel

Interview Subject:

Subject's Role in Program:

Interview Date:

Interviewers' Initials:

1. How long and what capacity have you been involved with the DRC?

2. What do you think about the general idea of the DRC?

3. What led to the creation of the DRC in your county?

4. What were the original goals of the DRC?

4a. Have those goals changed? If yes, how?

4b. Do you think those goals have been achieved? Why/Why not?

5. Was any special training provided for staff working with the DRC?
 - 5a. If yes, please describe and evaluate.
 - 5b. If no, was it considered? If it was considered, why wasn't it done? Would it have been helpful?
6. What aspects of the DRC have worked the best?
7. Have any aspects of the DRC proven to be problematic? If so, which ones? Why?
8. Overall, how well do you think the DRC has worked in Winnebago County?
9. Have any major changes occurred? What? Why did each occur? What impact did the change have on the operation of the DRC?
10. Is there anything you would like to see changed about the DRC? What? Why? How likely is it that this change will be made?

11. Given your experience with DRC offenders to this point, what sorts of offenders seem to do the best in the program? Why do you think that happens?

11a. What sort seems to do the worst? Why do you think that happens?

12. Please describe the process that exists to select DRC participants?

12a. Why was that particular approach taken?

12b. Are you satisfied with that procedure? Why/why not?

13. Has the type of offender in the DRC changed during the program? How? What impact did such a change have on the program?

14. What sorts of comments do you get from DRC participants? What do you think about these comments?

15. Do you get any complaints from DRC participants? What sort of complaints? What do you think about these complaints?

16. Do you try to involve the participant's families in the program? How?
 - 16a. How have the families of DRC participants reacted to the program? Explain.

18. Do you contact the schools attended by participants? Please describe.
 - 18a. Have you had any feedback from the schools about the program? Please describe.

19. Has the DRC had an impact on your department? On department resources?

20. Overall, what impact do you think the DRC has had on the county criminal justice system (including the court, probation, public defenders, and prosecutors)?

21. How has the availability of resources effected the operation of the DRC?

22. Would you like to see the program expanded? What sort of expansion -- more numbers or the inclusion of a broader base of offenders?

23. Is there anything else you would like to mention about the program?

List of All Interviews Conducted

	Christian County	Peoria County	Winnebago County	Total Interviews
Court Personnel	2	4	1	7
Probation Staff	2	1	8	11
Program Staff	4	4	2	10
Law Enforcement Personnel	0	2	1	3
Treatment Service Providers	1	3	0	4
Other	0	0	2	2
Total	9	14	14	37

APPENDIX C

CASE DATA COLLECTION FORM – DRAFT

JDRRC EVALUATION

OCTOBER 15, 1998

Case ID Number: _____

County: Christian

Date Coded: ___/___/___

Last Date in file: ___/___/___

1. Juvenile suspect's date of birth ___/___/___

2. Last school grade completed: _____

2a. Is juvenile currently in school: ___ no ___ yes

2b. If juvenile is not in school, is he/she pursuing GED? ___ no ___ yes

3. Juvenile suspect's gender: ___ female ___ male

4. Juvenile suspect's race/ethnic identification:

___ a. Black/African-American

___ b. White/Caucasian

___ c. Hispanic

___ d. Asian/Pacific Islander

___ e. Mixed

___ f. Not available

___ g. Other (4h. If other, describe: _____)

5. Does the file indicate the juvenile suspect had a previous criminal record?

___ no information in file

___ information in file, no criminal record

___ yes, criminal record

5a. If the file indicates the juvenile suspect had a previous criminal record, list date of disposition of previous offense, offense, disposition. (If extra space is needed, continue on back of sheet.)

Date of Disposition

Offense Code

Disposition of Offense

5b. If the file indicates the juvenile suspect had previous non-criminal interactions with juvenile court, list date of previous non-criminal court action, type of action, and disposition. (If extra space is needed, continue on back of sheet.)

<u>Date of Action</u>	<u>Type of Action</u>	<u>Disposition</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

List each current offense and the result of the adjudication leading to JDRC referral

Offense Code	Statutory Reference	New Offense or PTR (circle one)	Number of Counts Dismissed	Number of Counts Adjudicated
6.		New PTR		
7.		New PTR		
8.		New PTR		
9.		New PTR		
10.		New PTR		
11.		New PTR		
12.		New PTR		

13. Was a weapon(s) used by the juvenile suspect in the jdrc offense? no yes

13a. Describe weapon(s) used: _____

14. Did the events related to the jdrc offense appear to be drug-related? no yes
- 14a. On what basis did it appear to be drug-related? _____
15. Was detention of the juvenile requested prior to the adjudication on the jdrc offense?
 no yes
- 15a. Was the juvenile detained before adjudication? no yes
16. Date of adjudication on the jdrc offense (if sent on new offense) or on the petition if sent as the result of a PTR: ____/____/____
- 16a. Name of judge: _____
17. Was juvenile referred to JDRC:
 a. as part of original sentence
 b. as the result of a petition to revoke probation/supervision
 c. other (17d. Please explain other: _____)
18. Date of disposition hearing on jdrc offense: ____/____/____
- 18a. Who was the presiding judge? _____
19. Was a social history report prepared? no yes
- 19a. Date of social history: ____/____/____
- 19b. Describe treatment services recommended by the social history report. _____

20. What disposition (other than JDRC) resulted from the hearing?
- 20a. Regular probation 20b. How long? _____
- 20c. Public service hours 20d. Number of hours: _____
- 20e. Electronic monitoring 20f. How long? _____
- 20g. Detention 20h. How long? _____
- 20i. Detention – stayed 20j. How long? _____
- 20k. IDOC evaluation 20l. IDOC full commitment
- 20m. Other 20n. Please describe: _____

21. Date ordered to JDRC: ____ / ____ / ____

21a. Name of probation officer: _____

21b. Date of screening for JDRC: ____ / ____ / ____

Programming designed for juvenile at JDRC

Type of Programming (describe)	Provider	Outcome	Start Date	End Date
22. Mental Health	JDRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
23. Anger Mgt./ Conflict Resolution	JDRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
24. Education	JDRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
25. Alcohol Abuse	JDRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
26. Substance Abuse	JDRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		

Type of Programming (describe)	Provider	Outcome	Start Date	End Date
27. Cognitive Therapy (MRT)	JDRRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
28. Life Skills	JDRRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
29. Other	JDRRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		

JDRRC Attendance Record

Event	Number of Times Present	Number of Excused Absences	Number of Unexcused Absences	Other (include explanation)
30. MRT Group				
31. Life Skills Group				
32. Individual JDRRC Appointment				

33. Was urinalysis ordered: ____no ____yes

33a. If urinalysis was ordered, how frequently was it to be done:

- _____ 1. weekly
- _____ 2. every two weeks
- _____ 3. monthly
- _____ 4. randomly
- _____ 5. other (33b. Describe other: _____)

JDRC Urinalysis Test History

Month & Year	Number of Tests	Number of Positive Tests	Date and Substance(s) for Positive Tests
34.			
35.			
36.			
37.			
38.			
39.			
40.			
41.			
42.			
43.			
44.			
45.			

46. If tests were positive, was programming changed because of the positive results?
 no yes

46a. If programming changes were made, what were they? _____

47. List probation officer/JDRC contacts with juvenile's family:

<u>Initiated By</u>	<u>Purpose of Contact</u>	<u>Means of Contact</u>	<u>Date</u>
JDRC Family	Cur HV Conf Other	Person Phone Letter Other	___/___/___
JDRC Family	Cur HV Conf Other	Person Phone Letter Other	___/___/___
JDRC Family	Cur HV Conf Other	Person Phone Letter Other	___/___/___
JDRC Family	Cur HV Conf Other	Person Phone Letter Other	___/___/___
JDRC Family	Cur HV Conf Other	Person Phone Letter Other	___/___/___
JDRC Family	Cur HV Conf Other	Person Phone Letter Other	___/___/___
JDRC Family	Cur HV Conf Other	Person Phone Letter Other	___/___/___
JDRC Family	Cur HV Conf Other	Person Phone Letter Other	___/___/___
JDRC Family	Cur HV Conf Other	Person Phone Letter Other	___/___/___
JDRC Family	Cur HV Conf Other	Person Phone Letter Other	___/___/___
JDRC Family	Cur HV Conf Other	Person Phone Letter Other	___/___/___
JDRC Family	Cur HV Conf Other	Person Phone Letter Other	___/___/___
JDRC Family	Cur HV Conf Other	Person Phone Letter Other	___/___/___
JDRC Family	Cur HV Conf Other	Person Phone Letter Other	___/___/___

Cur = curfew check HV = home visit Conf = conference

48. List probation officer/JDRC contacts with juvenile's school:

<u>Initiated By</u>	<u>Who Was Contacted</u>	<u>Purpose of Contact</u>	<u>Date of Contact</u>
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___

Tch = teacher

Adm = administrator

Cnslr = counselor

AttChk = attendance check

Disc = Discipline

Prg = progress check

49. List all technical violations by juvenile while at JDRC. List date of violation, type of violation, disposition. (If extra space is needed, continue on back of sheet.)

<u>Date</u>	<u>Violation</u>	<u>P.O. Action</u>	<u>Disposition</u>	<u>Date of Disp.</u>
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___

DTst = positive urinalysis Treat = treatment noncompliance Cur = curfew violation
 Appts = missed PO appointments Grp = not attending group Tru = truancy

50. List all new offense violations by juvenile while at JDRC. List date of violation, violation, disposition. (If extra space is needed, continue on back of sheet.)

<u>Date of Offense</u>	<u>Offense</u>	<u>P.O. Action</u>	<u>Disposition</u>	<u>Date of Disposition</u>
___/___/___	_____	_____	_____	___/___/___
___/___/___	_____	_____	_____	___/___/___
___/___/___	_____	_____	_____	___/___/___
___/___/___	_____	_____	_____	___/___/___
___/___/___	_____	_____	_____	___/___/___

51. Has juvenile been discharged from JDRC: ___ no ___ yes

51a. If juvenile has been discharged, was that discharge:

- ___ 1. successful
- ___ 2. unsuccessful

51b. If juvenile was discharged, were they:

- ___ 1. returned to regular probation
- ___ 2. released from probation
- ___ 3. other (51c. Please describe other: _____)

51d. Date of discharge: ___/___/___

52. If juvenile was discharged from JDRC, did juvenile have post-JDRC offenses (including PTRs) :
 ___ no ___ yes ___ unknown

52a. List all post-JDRC offenses and PTRs. List date of violation or petition, violation or reason for petition, disposition. (If extra space is needed, continue on back of sheet.)

<u>Date of Offense</u>	<u>Offense Code</u>	<u>Disposition of Offense</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CASE DATA COLLECTION FORM – DRAFT

AGDAU EVALUATION

OCTOBER 16, 1998

Case ID Number: _____

County: Peoria

Date Coded: ___/___/___

Last Date in file: ___/___/___

1. Juvenile suspect's date of birth ___/___/___

2. Last school grade completed: _____

2a. Is juvenile currently in school: ___ no ___ yes

2b. If juvenile is not in school, is he/she pursuing GED? ___ no ___ yes

3. Juvenile suspect's gender: ___ female ___ male

4. Juvenile suspect's race/ethnic identification:

___ a. Black/African-American

___ b. White/Caucasian

___ c. Hispanic

___ d. Asian/Pacific Islander

___ e. Mixed

___ f. Not available

___ g. Other (4h. If other, describe: _____)

5. Does the file indicate the juvenile suspect had a previous criminal record?

___ no information in file

___ information in file, no criminal record

___ yes, criminal record

5a. If the file indicates the juvenile suspect had a previous criminal record, list date of previous offense, offense, disposition. (If extra space is needed, continue on back of sheet.)

Date of Offense

Offense Code

Disposition of Offense

5b. If the file indicates the juvenile suspect had previous non-criminal interactions with juvenile court, list date of previous non-criminal court action, type of action, and disposition. (If extra space is needed, continue on back of sheet.)

<u>Date of Action</u>	<u>Type of Action</u>	<u>Disposition</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

List each current offense and the result of the adjudicated leading to AGDAU referral

Offense Code	Statutory Reference	Number of Counts Dismissed	Number of Counts Adjudicated
6.			
7.			
8.			
9.			
10.			
11.			
12.			

13. Was a weapon(s) used by the juvenile suspect in the AGDAU offense? no yes
 13a. Describe weapon(s) used: _____
14. Did the events related to the AGDAU offense appear to be drug-related? no yes
 14a. On what basis did it appear to be drug-related? _____
15. Was detention of the juvenile requested prior to the adjudication on the AGDAU offense?
 no yes
 15a. Was the juvenile detained before adjudication? no yes
16. Date of adjudication on the AGDAU offense (if sent on new offense) or on the petition if sent as the result of a PTR: ____/____/____
 16a. Name of judge: _____
17. Was juvenile referred to AGDAU:
 a. as part of original sentence
 b. as the result of a petition to revoke probation/supervision
 c. other (17d. Please explain other: _____)
18. Date of disposition hearing on AGDAU offense: ____/____/____
 18a. Who was the presiding judge? _____
19. Was a social history report prepared? no yes
 19a. Date of social history: ____/____/____
 19b. Describe treatment services recommended by the social history report. _____

20. What disposition (other than AGDAU) resulted from the hearing?
 20a. Regular probation 20b. How long? _____
 20c. Public service hours 20d. Number of hours: _____
 20e. Electronic monitoring 20f. How long? _____
 20g. Detention 20h. How long? _____
 20i. Detention – stayed 20j. How long? _____
 20k. IDOC evaluation 20l. IDOC full commitment
 20m. Other 20n. Please describe: _____
21. Date ordered to AGDAU: ____/____/____

21a. Date of screening for AGDAU: ____/____/____

Programming designed for juvenile at AGDAU

Type of Programming (describe)	Provider	Outcome	Start Date	End Date
22. Mental Health	AGDAU Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
23. Anger Mgt./ Conflict Resolution	AGDAU Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
24. Education	AGDAU Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
25. Alcohol Abuse	AGDAU Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
26. Substance Abuse	AGDAU Other: _____ _____	In progress Terminated-U Completed-S Completed-U		

Type of Programming (describe)	Provider	Outcome	Start Date	End Date
27. Cognitive Therapy	AGDAU Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
28. Life Skills	AGDAU Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
29. Other	AGDAU Other: _____ _____	In progress Terminated-U Completed-S Completed-U		

AGDAU Attendance Record

Event	Number of Times Present	Number Excused of Absences	Number of Unexcused Absences	Other (include explanation)
29. MRT Group				
30. Life Skills Group				
31. Individual AGDAU Appointment				

32. Was urinalysis ordered: ____no ____yes

32a. If urinalysis was ordered, how frequently was it to be done:

- _____ 1. weekly
- _____ 2. every two weeks
- _____ 3. monthly
- _____ 4. randomly
- _____ 5. other (31b. Describe other: _____)

AGDAU Urinalysis Test History

Month & Year	Number of Tests	Number of Positive Tests	Date and Substance(s) for Positive Tests
33.			
34.			
35.			
36.			
37.			
38.			
39.			
40.			
41.			
42.			
43.			
44.			

45. If tests were positive, was programming changed because of the positive results?
 no yes

45a. If programming changes were made, what were they? _____

46. List probation officer/AGDAU contacts with juvenile's family:

<u>Initiated By</u>		<u>Purpose of Contact</u>				<u>Means of Contact</u>				<u>Date</u>
AGDAU	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
AGDAU	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
AGDAU	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
AGDAU	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
AGDAU	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
AGDAU	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
AGDAU	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
AGDAU	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
AGDAU	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
AGDAU	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
AGDAU	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
AGDAU	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
AGDAU	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
AGDAU	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
AGDAU	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___

Cur = curfew check

HV = home visit

Conf = conference

47. List probation officer/AGDAU contacts with juvenile's school:

<u>Initiated By</u>	<u>Who Was Contacted</u>	<u>Purpose of Contact</u>	<u>Date of Contact</u>
AGDAU School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
AGDAU School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
AGDAU School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
AGDAU School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
AGDAU School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
AGDAU School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
AGDAU School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
AGDAU School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
AGDAU School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
AGDAU School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
AGDAU School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
AGDAU School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
AGDAU School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
AGDAU School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
AGDAU School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___

Tch = teacher Adm = administrator Cnslr = counselor AttChk = attendance check Disc = Discipline

48. List all technical violations by juvenile while at AGDAU. List date of violation, type of violation, disposition. (If extra space is needed, continue on back of sheet.)

<u>Date</u>	<u>Violation</u>	<u>P.O. Action</u>	<u>Disposition</u>	<u>Date of Disp.</u>
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___
___/___/___	DTst Treat Cur Appts Grp Tru Other	_____	_____	___/___/___

Urin = positive urinalysis Treat = treatment noncompliance Cur = curfew violation
 Appts = PO appointments Grp = not attending group Tru = truancy

49. List all new offense violations by juvenile **while at AGDAU**. List date of violation, violation, disposition. (If extra space is needed, continue on back of sheet.)

<u>Date of Offense</u>	<u>Offense</u>	<u>P.O. Action</u>	<u>Disposition</u>	<u>Date of Disposition</u>
___/___/___	_____	_____	_____	___/___/___
___/___/___	_____	_____	_____	___/___/___
___/___/___	_____	_____	_____	___/___/___
___/___/___	_____	_____	_____	___/___/___
___/___/___	_____	_____	_____	___/___/___

50. Has juvenile been discharged from AGDAU: ___ no ___ yes

50a. If juvenile has been discharged, was that discharge:

- ___ 1. successful
- ___ 2. unsuccessful

50b. If juvenile was discharged, were they:

- ___ 1. returned to regular probation
- ___ 2. released from probation
- ___ 3. other (50c. Please describe other: _____)

50d. Date of discharge: ___/___/___

51. If juvenile was discharged from AGDAU, did juvenile have post-AGDAU offenses (including PTRs):

___ no ___ yes ___ unknown

51a. List all post-AGDAU offenses and PTRs. List date of violation or petition, violation or reason for petition, disposition. (If extra space is needed, continue on back of sheet.)

<u>Date of Offense</u>	<u>Offense Code</u>	<u>Disposition of Offense</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CASE DATA COLLECTION FORM – DRAFT

JDRC EVALUATION

OCTOBER 16, 1998

Case ID Number: _____

County: Winnebago

Date Coded: ___/___/___

Last Date in file: ___/___/___

1. Juvenile suspect's date of birth ___/___/___

2. Last school grade completed: _____

2a. Is juvenile currently in school: ___ no ___ yes

2b. If juvenile is not in school, is he/she pursuing GED? ___ no ___ yes

3. Juvenile suspect's gender: ___ female ___ male

4. Juvenile suspect's race/ethnic identification:

___ a. Black/African-American

___ b. White/Caucasian

___ c. Hispanic

___ d. Asian/Pacific Islander

___ e. Mixed

___ f. Not available

___ g. Other (4h. If other, describe: _____)

5. Does the file indicate the juvenile suspect had a previous criminal record?

___ no information in file

___ information in file, no criminal record

___ yes, criminal record

5a. If the file indicates the juvenile suspect had a previous criminal record, list date of previous offense, offense, disposition. (If extra space is needed, continue on back of sheet.)

<u>Date of Offense</u>	<u>Offense Code</u>	<u>Disposition of Offense</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5b. If the file indicates the juvenile suspect had previous non-criminal interactions with juvenile court, list date of previous non-criminal court action, type of action, and disposition. (If extra space is needed, continue on back of sheet.)

<u>Date of Action</u>	<u>Type of Action</u>	<u>Disposition</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

List each current offense and the result of the adjudicated leading to JDRC referral

Offense Code	Statutory Reference	New Offense or PTR (circle one)	Number of Counts Dismissed	Number of Counts Adjudicated
6.		New PTR		
7.		New PTR		
8.		New PTR		
9.		New PTR		
10.		New PTR		
11.		New PTR		
12.		New PTR		

13. Was a weapon(s) used by the juvenile suspect in the JDRC offense? no yes
 13a. Describe weapon(s) used: _____
14. Did the events related to the JDRC offense appear to be drug-related? no yes
 14a. On what basis did it appear to be drug-related? _____
15. Was detention of the juvenile requested prior to the adjudication on the JDRC offense?
 no yes
 15a. Was the juvenile detained before adjudication? no yes
16. Date of adjudication on the JDRC offense (if sent on new offense) or on the petition if sent as the result of a PTR: ____/____/____
 16a. Name of judge: _____
17. Was juvenile referred to JDRC:
 a. as part of original sentence
 b. as the result of a petition to revoke probation/supervision
 c. other (17d. Please explain other: _____)
18. Date of disposition hearing on JDRC offense: ____/____/____
 18a. Who was the presiding judge? _____
19. Was a social history report prepared? no yes
 19a. Date of social history: ____/____/____
 19b. Describe treatment services recommended by the social history report. _____

20. What disposition (other than JDRC) resulted from the hearing?
 20a. Regular probation 20b. How long? _____
 20c. Public service hours 20d. Number of hours: _____
 20e. Electronic monitoring 20f. How long? _____
 20g. Detention 20h. How long? _____
 20i. Detention – stayed 20j. How long? _____
 20k. IDOC evaluation 20l. IDOC full commitment
 20m. Other 20n. Please describe: _____
21. Date ordered to JDRC: ____/____/____

21a. Date of screening for JDRC: ____ / ____ / ____

Programming designed for juvenile at JDRC

Type of Programming (describe)	Provider	Outcome	Start Date	End Date
22. Mental Health	JDRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
23. Anger Mgt./ Conflict Resolution	JDRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
24. Education	JDRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
25. Alcohol Abuse	JDRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
26. Substance Abuse	JDRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		

Type of Programming (describe)	Provider	Outcome	Start Date	End Date
27. Cognitive Therapy	JDRRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
28. Life Skills	JDRRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		
29. Other	JDRRC Other: _____ _____	In progress Terminated-U Completed-S Completed-U		

JDRRC Attendance Record

Event	Number of Times Present	Number Excused of Absences	Number of Unexcused Absences	Other (include explanation)
29. Daily Group				
30. Individual JDRRC Appointment				
31. Other				

32. Was urinalysis ordered: ___no ___yes

32a. If urinalysis was ordered, how frequently was it to be done:

- ___ 1. weekly
- ___ 2. every two weeks
- ___ 3. monthly
- ___ 4. randomly
- ___ 5. other (31b. Describe other: _____)

JDRC Urinalysis Test History

Month & Year	Number of Tests	Number of Positive Tests	Date and Substance(s) for Positive Tests
33.			
34.			
35.			
36.			
37.			
38.			
39.			
40.			
41.			
42.			
43.			
44.			

45. If tests were positive, was programming changed because of the positive results?
 ____ no ____ yes

45a. If programming changes were made, what were they? _____

46. List probation officer/JDRC contacts with juvenile's family:

<u>Initiated By</u>		<u>Purpose of Contact</u>				<u>Means of Contact</u>				<u>Date</u>
JDRC	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
JDRC	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
JDRC	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
JDRC	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
JDRC	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
JDRC	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
JDRC	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
JDRC	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
JDRC	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
JDRC	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
JDRC	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
JDRC	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
JDRC	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
JDRC	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___
JDRC	Family	Cur	HV	Conf	Other	Person	Phone	Letter	Other	___/___/___

Cur = curfew check

HV = home visit

Conf = conference

47. List probation officer/JDRC contacts with juvenile's school:

<u>Initiated By</u>	<u>Who Was Contacted</u>	<u>Purpose of Contact</u>	<u>Date of Contact</u>
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___
JDRC School	Tch Adm Cnslr	AttChk Disc Prg Other	___/___/___

Tch = teacher Adm = administrator Cnslr = counselor AttChk = attendance check Disc = Discipline

48. List all technical violations by juvenile **while at JDRC**. List date of violation, type of violation, disposition. (If extra space is needed, continue on back of sheet.)

<u>Date</u>	<u>Violation</u>	<u>P.O. Action</u>	<u>Disposition</u>	<u>Date of Disp.</u>
__/__/__	DTst Treat Cur Appts Grp Tru Other	_____	_____	__/__/__
__/__/__	DTst Treat Cur Appts Grp Tru Other	_____	_____	__/__/__
__/__/__	DTst Treat Cur Appts Grp Tru Other	_____	_____	__/__/__
__/__/__	DTst Treat Cur Appts Grp Tru Other	_____	_____	__/__/__
__/__/__	DTst Treat Cur Appts Grp Tru Other	_____	_____	__/__/__
__/__/__	DTst Treat Cur Appts Grp Tru Other	_____	_____	__/__/__
__/__/__	DTst Treat Cur Appts Grp Tru Other	_____	_____	__/__/__
__/__/__	DTst Treat Cur Appts Grp Tru Other	_____	_____	__/__/__
__/__/__	DTst Treat Cur Appts Grp Tru Other	_____	_____	__/__/__
__/__/__	DTst Treat Cur Appts Grp Tru Other	_____	_____	__/__/__
__/__/__	DTst Treat Cur Appts Grp Tru Other	_____	_____	__/__/__
__/__/__	DTst Treat Cur Appts Grp Tru Other	_____	_____	__/__/__
__/__/__	DTst Treat Cur Appts Grp Tru Other	_____	_____	__/__/__
__/__/__	DTst Treat Cur Appts Grp Tru Other	_____	_____	__/__/__
__/__/__	DTst Treat Cur Appts Grp Tru Other	_____	_____	__/__/__

Urin = positive urinalysis Treat = treatment noncompliance Cur = curfew violation

Appts = PO appointments Grp = not attending group Tru = truancy

49. List all new offense violations by juvenile **while at JDRC**. List date of violation, violation, disposition. (If extra space is needed, continue on back of sheet.)

<u>Date of Offense</u>	<u>Offense</u>	<u>P.O. Action</u>	<u>Disposition</u>	<u>Date of Disposition</u>
___/___/___	_____	_____	_____	___/___/___
___/___/___	_____	_____	_____	___/___/___
___/___/___	_____	_____	_____	___/___/___
___/___/___	_____	_____	_____	___/___/___
___/___/___	_____	_____	_____	___/___/___

50. Has juvenile been discharged from JDRC: ___ no ___ yes

50a. If juvenile has been discharged, was that discharge:

- ___ 1. successful
- ___ 2. unsuccessful

50b. If juvenile was discharged, were they:

- ___ 1. returned to regular probation
- ___ 2. released from probation
- ___ 3. other (50c. Please describe other: _____)

50d. Date of discharge: ___/___/___

51. If juvenile was discharged from JDRC, did juvenile have post-JDRC offenses (including PTRs) :
 ___ no ___ yes ___ unknown

51a. List all post-JDRC offenses and PTRs. List date of violation or petition, violation or reason for petition, disposition. (If extra space is needed, continue on back of sheet.)

<u>Date of Offense</u>	<u>Offense Code</u>	<u>Disposition of Offense</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

52. Log juvenile's weekly point totals, summarize weekly evaluation and indicate rewards/punishments.

<u>Week</u>	<u>Points</u>	<u>Evaluation Comment</u>	<u>Punishment Given</u>	<u>Reward Given</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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APPENDIX D

Parent Focus Group Information
Christian County Extended Day Program Evaluation Project

Center for Legal Studies
The University of Illinois, Springfield

The Center for Legal Studies at the University of Illinois in Springfield is studying the Christian County Juvenile Extended Day Program. We would like you to come to a meeting to talk with us about the program. The meeting will give you a chance to talk to two members of our research team about the program. This will let us know important information. We will ask you how you think the program works. We want to know if you think anything about it should be changed.

No one from the probation office or program will be in the room during the meeting. The only people who will be there are two members of our staff and any of you who decide to come.

We will not write down your name if you come to the meeting. No lists will be made of who talked to us. What you tell us will not be tape-recorded. The two members of our staff will take notes so we can remember what you think about the program.

When we write about the comments in our report, we will write in a way that makes it impossible for anyone to know who made what comments.

You do not have to come to this meeting. The choice to come to the meeting will not have any impact on your child's participation in the program or on his or her probation. If you want to tell us what you think about the program, we hope you will talk to us.

If you do come to the meeting and decide you don't want to answer questions, that is okay. You can come to the meeting just to listen.

If you have any questions, call Rick Schmitz at (217) 206-6343. If you have any problems with these discussion groups, please call Dr. Harry Berman, Associate Vice Chancellor for Academic Affairs at (217) 206-7411.

Richard Schmitz

Pinky S. Wassenberg
Christian County Extended Day Program Evaluation Project

Client Parent/Guardian Focus Group Protocol Christian County Extended Day Program Evaluation Project

**Center for Legal Studies
The University of Illinois, Springfield**

You do not have to answer any of the questions we ask. We are not keeping a record of who is at this meeting. We aren't writing down who answers which questions. The extended day reporting program staff and your child's probation officer will not know who answered our questions. If you don't want to answer any questions, you can just sit and listen.

We are not tape recording this meeting but we will take notes so we can remember what you tell us. When we write our report, we will write in a way that does not let any one know who made what comments at this meeting. If we get information a child is being abused or neglected, we have to report that information.

1. Do you each understand what I have just read to you? Do you want to continue with the meeting?
2. Who first talked to you about the Extended Day Program?
3. How long has your child been a client of the Extended Day Program?
4. What do you think the purpose of the Extended Day Program is? What do you expect them to do with your child?
5. Has the Extended Day Program helped you get services needed by your family? Please explain.
6. What, if anything, do you *like* about the Extended Day Program?
7. What, if anything, do you *not like* about the Extended Day Program?
8. Do you think the Extended Day Program is a good idea?
 - 8a. Please tell us why you feel that way.
9. Is there anything the Extended Day Program should change to do a better job?
10. Is there anything else you would like to tell us?

11. It is important to get information from parents and their children when programs like this one are evaluated. Sometimes it is hard to get parents or their children to talk to the researchers. What do you think would work best?

If you would like a copy of the summary of our evaluation of this program, please put your name and address on the page I am sending around.



We invited you here because one of your children is a client of the Extended Day Reporting Program. We would like your consent to invite that child to a group like this. It is important to our study to find out what the juveniles in the program think about it. We will ask the juveniles the same sort of questions we just asked you. You do not have to give us permission to invite your child. We will not invite your child unless you do give us your permission.

If we do invite your child, he or she can choose not to talk to us. The program staff and your child's probation officer will not know what your child says to us if they decide to come to one of these groups.

Do you have any questions?

If you do not have any questions (any more questions), who is willing to have their child invited to a group like this one? (Ask those who are willing to sign a consent form.)

Thank You.

**Parental Consent for Meeting Participation
By Juvenile Clients of Christian County Extended Day Program**

**Center for Legal Studies
The University of Illinois, Springfield**

We would like to invite the juveniles in the program to attend a meeting like this one. The questions are the same type of questions we have asked you. We need your permission to invite your child. You do not have to give us your permission.

The meeting will be run like this one. No one from the probation office or program will be in the room during the meeting. The only people who will be there are two members of our staff and any of you who decide to come.

We will not write down your child's name if he or she comes to the meeting. No lists will be made of who talked to us. What they tell us will not be tape-recorded. The two members of our staff will take notes so we can remember what the juveniles say.

When we write about the comments in our report, we will write in a way that makes it impossible for anyone to know who made what comments.

Your child does not have to come to this meeting. The choice to come to the meeting will not have any impact on your child's participation in the program or on his or her probation. If your child wants to tell us what they think about the program, we hope they will talk to us.

If your child does come to the meeting and decides they don't want to answer questions, that is okay. They can come to the meeting just to listen.



If you agree to let us invite your child to a meeting like this one, please fill in this part of the page. Give this part to us. Keep the top part.

Your child's name is _____ (please fill in).

_____ Check here if you agree to allow the research team to invite your child to a meeting to talk about the Christian County Extended Day Program.

Signature of Parent or Guardian

Date

Juvenile Client Focus Group Information
Christian County Extended Day Program Evaluation Project

Center for Legal Studies
The University of Illinois, Springfield

The Center for Legal Studies at the University of Illinois in Springfield is studying the Christian County Juvenile Extended Day Program. We would like you to come to a meeting to talk with us about the program. This will give you a chance to talk to two members of our research team about the program. It will let us know important information. We will ask you how you think the program works. We want to know if anything about it should be changed.

If you don't want to talk to us, you will do something else while the meeting is going on. No one from the probation office or program will be in the room during the meeting. The only people who will be there are two members of our staff and any of you who decide to come.

Your parents or guardians have signed a form saying it is okay for us to ask you to come to this meeting. Although your parents or guardians said you can come to the meeting, you don't have to. If you don't want to come to this meeting, just stay in this room when we go to the room where the meeting will be.

We will not write down your name if you come to the meeting. No lists will be made of who came to the meeting. What you tell us will not be recorded. The two members of the evaluation team will take notes so we can remember what you think about the program.

When we write about the comments in our report, we will write in a way that makes it impossible for anyone to know who made what comments.

You do not have to come to this meeting. The choice to come to the meeting will not have any impact on your participation in the program or on your probation. If you want to tell us what you think about the program, we hope you do come.

If you do come to the meeting and decide you don't want to answer questions, that is okay. You can come to the meeting just to listen.

If you have any questions, call Rick Schmitz at (217) 206-6343. If you have any problems with the meeting, please call Dr. Harry Berman, Associate Vice Chancellor for Academic Affairs at (217) 206-7411.

Richard Schmitz

Pinky S. Wassenberg
Christian County Extended Day Program Evaluation Project

Juvenile Client Focus Group Protocol
Christian County Extended Day Program Evaluation Project

Center for Legal Studies
The University of Illinois, Springfield

You do not have to answer any of the questions we ask. We are not keeping a record of who is at this meeting. We aren't writing down who answers which questions. The extended day program staff and your probation officer will not know who answered our questions. If you don't want to answer any questions, you can just sit and listen.

We are not tape recording this meeting but we will take notes so we can remember what you tell us. When we write our report, we will write in a way that does not let any one know who made what comments at this meeting. If we get information that you or some other child is being abused or neglected, we have to report that information.

1. Do you each understand what I have just read to you? Do you want to continue with the meeting?
2. Who first talked to you about the Extended Day Program?
3. How long have you been a client of the Program?
4. What do you think the purpose of the Program is?
5. What, if anything, do you **like** about the Program?
6. What, if anything, do you **not like** about the Program?
7. Do you think the Program is a good idea?
 - 7a. Please tell us why you feel that way.
8. Is there anything the Program should change to do a better job?
9. Is there anything else you would like to tell us?

10. It is important to get information from people in the programs when we evaluate the program. Sometimes it is hard to the clients of the program to talk to the researchers. What do you think would work best?

If you would like a copy of the summary of our evaluation of the Christian County Extended Day Program, please put your name and address on the page I am sending around.

Thank You.

Parent Focus Group Information
Peoria County AGDAU Evaluation Project

Center for Legal Studies
The University of Illinois, Springfield

The Center for Legal Studies at the University of Illinois in Springfield is studying the Peoria County AGDAU program. We would like you to come to a meeting to talk with us about the program. The meeting will give you a chance to talk to two members of our research team about the program. This will let us know important information. We will ask you how you think the program works. We want to know if you think anything about it should be changed.

No one from the probation office or program will be in the room during the meeting. The only people who will be there are two members of our staff and any of you who decide to come.

We will not write down your name if you come to the meeting. No lists will be made of who talked to us. What you tell us will not be tape-recorded. The two members of our staff will take notes so we can remember what you think about the program.

When we write about the comments in our report, we will write in a way that makes it impossible for anyone to know who made what comments.

You do not have to come to this meeting. The choice to come to the meeting will not have any impact on your child's participation in the program or on his or her probation. If you want to tell us what you think about the program, we hope you will talk to us.

If you do come to the meeting and decide you don't want to answer questions, that is okay. You can come to the meeting just to listen.

If you have any questions, call Rick Schmitz at (217) 206-6343. If you have any problems with these discussion groups, please call Dr. Harry Berman, Associate Vice Chancellor for Academic Affairs at (217) 206-7411.

Richard Schmitz

Pinky S. Wassenberg
AGDAU Evaluation Project

Client Parent/Guardian Focus Group Protocol Peoria County AGDAU Evaluation Project

Center for Legal Studies
The University of Illinois, Springfield

You do not have to answer any of the questions we ask. We are not keeping a record of who is at this meeting. We aren't writing down who answers which questions. The AGDAU staff and your child's probation officer will not know who answered our questions. If you don't want to answer any questions, you can just sit and listen.

We are not tape recording this meeting but we will take notes so we can remember what you tell us. When we write our report, we will write in a way that does not let any one know who made what comments at this meeting. If we get information a child is being abused or neglected, we have to report that information.

1. Do you each understand what I have just read to you? Do you want to continue with the meeting?
2. Who first talked to you about the AGDAU?
3. How long has your child been a client of the AGDAU?
4. What do you think the purpose of the AGDAU is? What do you expect them to do with your child?
5. Has the AGDAU helped you get services needed by your family? Please explain.
6. What, if anything, do you *like* about the AGDAU?
7. What, if anything, do you *not like* about the AGDAU?
8. Do you think the AGDAU is a good idea?
 - 8a. Please tell us why you feel that way.
9. Is there anything the AGDAU should change to do a better job?
10. Is there anything else you would like to tell us?

11. It is important to get information from parents and their children when programs like this one are evaluated. Sometimes it is hard to get parents or their children to talk to the researchers. What do you think would work best?

If you would like a copy of the summary of our evaluation of the AGDAU, please put your name and address on the page I am sending around.



We invited you here because one of your children is a client of the AGDAU. We would like your consent to invite that child to a group like this. It is important to our study to find out what the juveniles in the program think about it. We will ask the juveniles the same sort of questions we just asked you. You do not have to give us permission to invite your child. We will not invite your child unless you do give us your permission.

If we do invite your child, he or she can choose not to talk to us. The AGDAU staff and your child's probation officer will not know what your child says to us if they decide to come to one of these groups.

Do you have any questions?

If you do not have any questions (any more questions), who is willing to have their child invited to a group like this one? (Ask those who are willing to sign a consent form.)

Thank You.

**Parental Consent for Meeting Participation
By Juvenile Clients of Peoria County AGDAU Program**

**Center for Legal Studies
The University of Illinois, Springfield**

We would like to invite the juveniles in the program to attend a meeting like this one. The questions are the same type of questions we have asked you. We need your permission to invite your child. You do not have to give us your permission.

The meeting will be run like this one. No one from the probation office or program will be in the room during the meeting. The only people who will be there are two members of our staff and any of you who decide to come.

We will not write down your child's name if he or she comes to the meeting. No lists will be made of who talked to us. What they tell us will not be tape-recorded. The two members of our staff will take notes so we can remember what the juveniles say.

When we write about the comments in our report, we will write in a way that makes it impossible for anyone to know who made what comments.

Your child does not have to come to this meeting. The choice to come to the meeting will not have any impact on your child's participation in the program or on his or her probation. If your child wants to tell us what they think about the program, we hope they will talk to us.

If your child does come to the meeting and decides they don't want to answer questions, that is okay. They can come to the meeting just to listen.



If you agree to let us invite your child to a meeting like this one, please fill in this part of the page. Give this part to us. Keep the top part.

Your child's name is _____ (please fill in).

_____ Check here if you agree to allow the research team to invite your child to a meeting to talk about the Peoria County AGDAU Program.

Signature of Parent or Guardian

Date

**Juvenile Client Focus Group Information
Peoria County AGDAU Program
Evaluation Project**

**Center for Legal Studies
The University of Illinois, Springfield**

The Center for Legal Studies at the University of Illinois in Springfield is studying the Peoria County AGDAU Program. We would like you to come to a meeting to talk with us about the program. This will give you a chance to talk to two members of our research team about the program. It will let us know important information. We will ask you how you think the program works. We want to know if anything about it should be changed.

If you don't want to talk to us, you will do something else while the meeting is going on. No one from the probation office or program will be in the room during the meeting. The only people who will be there are two members of our staff and any of you who decide to come.

Your parents or guardians have signed a form saying it is okay for us to ask you to come to this meeting. Although your parents or guardians said you can come to the meeting, you don't have to. If you don't want to come to this meeting, just stay in this room when we go to the room where the meeting will be.

We will not write down your name if you come to the meeting. No lists will be made of who came to the meeting. What you tell us will not be recorded. The two members of the evaluation team will take notes so we can remember what you think about the program.

When we write about the comments in our report, we will write in a way that makes it impossible for anyone to know who made what comments.

You do not have to come to this meeting. The choice to come to the meeting will not have any impact on your participation in the program or on your probation. If you want to tell us what you think about the program, we hope you do come.

If you do come to the meeting and decide you don't want to answer questions, that is okay. You can come to the meeting just to listen.

If you have any questions, call Rick Schmitz at (217) 206-6343. If you have any problems with the meeting, please call Dr. Harry Berman, Associate Vice Chancellor for Academic Affairs at (217) 206-7411.

Richard Schmitz

Pinky S. Wassenberg
Peoria County AGDAU Program Evaluation Project

Juvenile Client Focus Group Protocol
Peoria County AGDAU Evaluation Project

Center for Legal Studies
The University of Illinois, Springfield

You do not have to answer any of the questions we ask. We are not keeping a record of who is at this meeting. We aren't writing down who answers which questions. The AGDAU staff and your probation officer will not know who answered our questions. If you don't want to answer any questions, you can just sit and listen.

We are not tape recording this meeting but we will take notes so we can remember what you tell us. When we write our report, we will write in a way that does not let any one know who made what comments at this meeting. If we get information that you or some other child is being abused or neglected, we have to report that information.

1. Do you each understand what I have just read to you? Do you want to continue with the meeting?
2. Who first talked to you about the AGDAU?
3. How long have you been a client of the AGDAU?
4. What do you think the purpose of the AGDAU is?
5. What, if anything, do you **like** about the AGDAU?
6. What, if anything, do you **not like** about the AGDAU?
7. Do you think the AGDAU is a good idea?
 - 7a. Please tell us why you feel that way.
8. Is there anything the AGDAU should change to do a better job?
9. Is there anything else you would like to tell us?

10. It is important to get information from people in the programs when we evaluate the program. Sometimes it is hard to the clients of the program to talk to the researchers. What do you think would work best?

If you would like a copy of the summary of our evaluation of the AGDAU, please put your name and address on the page I am sending around.

Thank You.

Parent Focus Group Information
Winnebago County Juvenile Day/Evening Reporting Center
Evaluation Project

Center for Legal Studies
The University of Illinois, Springfield

The Center for Legal Studies at the University of Illinois in Springfield is studying the Winnebago County Juvenile Day/Evening Reporting Center program. We would like you to come to a meeting to talk with us about the program. The meeting will give you a chance to talk to two members of our research team about the program. This will let us know important information. We will ask you how you think the program works. We want to know if you think anything about it should be changed.

No one from the probation office or program will be in the room during the meeting. The only people who will be there are two members of our staff and any of you who decide to come.

We will not write down your name if you come to the meeting. No lists will be made of who talked to us. What you tell us will not be tape-recorded. The two members of our staff will take notes so we can remember what you think about the program.

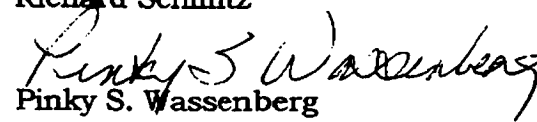
When we write about the comments in our report, we will write in a way that makes it impossible for anyone to know who made what comments.

You do not have to come to this meeting. The choice to come to the meeting will not have any impact on your child's participation in the program or on his probation. If you want to tell us what you think about the program, we hope you will talk to us.

If you do come to the meeting and decide you don't want to answer questions, that is okay. You can come to the meeting just to listen.

If you have any questions, call Rick Schmitz at (217) 206-6343. If you have any problems with these discussion groups, please call Dr. Harry Berman, Associate Vice Chancellor for Academic Affairs at (217) 206-7411.


Richard Schmitz


Pinky S. Wassenberg
Winnebago County Juvenile Day/Evening Reporting Center
Evaluation Project

**Client Parent/Guardian Focus Group Protocol
Winnebago County Extended Day/Evening Reporting Center
Evaluation Project**

**Center for Legal Studies
The University of Illinois, Springfield**

You do not have to answer any of the questions we ask. We are not keeping a record of who is at this meeting. We aren't writing down who answers which questions. The extended day reporting center staff and your child's probation officer will not know who answered our questions. If you don't want to answer any questions, you can just sit and listen.

We are not tape recording this meeting but we will take notes so we can remember what you tell us. When we write our report, we will write in a way that does not let any one know who made what comments at this meeting. If we get information a child is being abused or neglected, we have to report that information.

1. Do you each understand what I have just read to you? Do you want to continue with the meeting?
2. Who first talked to you about the Extended Day Reporting Center?
3. How long has your child been a client of the Center?
4. What do you think the purpose of the Center is? What do you expect them to do with your child?
5. Has the Center helped you get services needed by your family? Please explain.
6. What, if anything, do you *like* about the Center?
7. What, if anything, do you *not like* about the Center?
8. Do you think the Center is a good idea?
 - 8a. Please tell us why you feel that way.
9. Is there anything the Center should change to do a better job?
10. Is there anything else you would like to tell us?

11. It is important to get information from parents and their children when programs like this one are evaluated. Sometimes it is hard to get parents or their children to talk to the researchers. What do you think would work best?

If you would like a copy of the summary of our evaluation of this center, please put your name and address on the page I am sending around.



We invited you here because one of your children is a client of the Extended Day/Evening Reporting Center. We would like your consent to invite that child to a group like this. It is important to our study to find out what the juveniles in the program think about it. We will ask the juveniles the same sort of questions we just asked you. You do not have to give us permission to invite your child. We will not invite your child unless you do give us your permission.

If we do invite your child, he can choose not to talk to us. The center staff and your child's probation officer will not know what your child says to us if they decide to come to one of these groups.

Do you have any questions?

If you do not have any questions (any more questions), who is willing to have their child invited to a group like this one? (Ask those who are willing to sign a consent form.)

Thank You.

**Parental Consent for
Meeting Participation by Juvenile Clients of
Winnebago County Juvenile Day/Evening Reporting Program**

**Center for Legal Studies
The University of Illinois, Springfield**

We would like to invite the juveniles in the program to attend a meeting like this one. The questions are the same type of questions we have asked you. We need your permission to invite your child. You do not have to give us your permission.

The meeting will be run like this one. No one from the probation office or program will be in the room during the meeting. The only people who will be there are two members of our staff and any of you who decide to come.

We will not write down your child's name if he comes to the meeting. No lists will be made of who talked to us. What they tell us will not be tape-recorded. The two members of our staff will take notes so we can remember what the juveniles say.

When we write about the comments in our report, we will write in a way that makes it impossible for anyone to know who made what comments.

Your child does not have to come to this meeting. The choice to come to the meeting will not have any impact on your child's participation in the program or on his probation. If your child wants to tell us what they think about the program, we hope they will talk to us.

If your child does come to the meeting and decides they don't want to answer questions, that is okay. They can come to the meeting just to listen.



If you agree to let us invite your child to a meeting like this one, please fill in this part of the page. Give this part to us. Keep the top part.

Your child's name is _____ (please fill in).

_____ Check here if you agree to allow the research team to invite your child to a meeting to talk about the Winnebago County Juvenile Day/Evening Reporting Program.

Signature of Parent or Guardian

Date

Juvenile Client Focus Group Information
Winnebago County Juvenile Day/Evening Reporting Program
Evaluation Project

Center for Legal Studies
The University of Illinois, Springfield

The Center for Legal Studies at the University of Illinois in Springfield is studying the Winnebago County Juvenile Day/Evening Reporting Program. We would like you to come to a meeting to talk with us about the program. This will give you a chance to talk to two members of our research team about the program. It will let us know important information. We will ask you how you think the program works. We want to know if anything about it should be changed.

If you don't want to talk to us, you will do something else while the meeting is going on. No one from the probation office or program will be in the room during the meeting. The only people who will be there are two members of our staff and any of you who decide to come.

Your parents or guardians have signed a form saying it is okay for us to ask you to come to this meeting. Although your parents or guardians said you can come to the meeting, you don't have to. If you don't want to come to this meeting, just stay in this room when we go to the room where the meeting will be.

We will not write down your name if you come to the meeting. No lists will be made of who came to the meeting. What you tell us will not be recorded. The two members of the evaluation team will take notes so we can remember what you think about the program.

When we write about the comments in our report, we will write in a way that makes it impossible for anyone to know who made what comments.


You do not have to come to this meeting. The choice to come to the meeting will not have any impact on your participation in the program or on your probation. If you want to tell us what you think about the program, we hope you do come.

If you do come to the meeting and decide you don't want to answer questions, that is okay. You can come to the meeting just to listen.

If you have any questions, call Rick Schmitz at (217) 206-6343. If you have any problems with the meeting, please call Dr. Harry Berman, Associate Vice Chancellor for Academic Affairs at (217) 206-7411.



Richard Schmitz



Pinky S. Wassenberg
Winnebago County Juvenile Day/Evening Reporting Program
Evaluation Project

Juvenile Client Focus Group Protocol
Winnebago County Extended Day/Evening Reporting Program
Evaluation Project

Center for Legal Studies
The University of Illinois, Springfield

You do not have to answer any of the questions we ask. We are not keeping a record of who is at this meeting. We aren't writing down who answers which questions. The extended day reporting program staff and your probation officer will not know who answered our questions. If you don't want to answer any questions, you can just sit and listen.

We are not tape recording this meeting but we will take notes so we can remember what you tell us. When we write our report, we will write in a way that does not let any one know who made what comments at this meeting. If we get information that you or some other child is being abused or neglected, we have to report that information.

1. Do you each understand what I have just read to you? Do you want to continue with the meeting?
2. Who first talked to you about the Extended Day Reporting Program?
3. How long have you been a client of the Program?
4. What do you think the purpose of the Program is?
5. What, if anything, do you **like** about the Program?
6. What, if anything, do you **not like** about the Program?
7. Do you think the Program is a good idea?
 - 7a. Please tell us why you feel that way.
8. Is there anything the Program should change to do a better job?
9. Is there anything else you would like to tell us?

10. It is important to get information from people in the programs when we evaluate the program. Sometimes it is hard to the clients of the program to talk to the researchers. What do you think would work best?

If you would like a copy of the summary of our evaluation of the program, please put your name and address on the page I am sending around.

Thank You.

APPENDIX E

READABILITY EVALUATIONS

Recent efforts to evaluate the effectiveness of the informed consent process have focused on the ability to understand written "informed consent" documents. Several researchers have employed traditional readability formulas to measure the reading level of such documents and have noted that many of these forms are written at a level too difficult for most people to understand.

The Fry Readability Formula has become a convenient measure of informed consent documents in conveying information to enable them to make decisions. The validity of the readability formula has been demonstrated by using various other measures such as reading comprehension, cloze scores, oral reading errors, subjective judgment, and correlation between formulas.

Readability formulas are being used by many in education, publishing, business and law. The use of readability formulas is spreading into the courts and legislatures as one objective measure to protect the basic rights of citizens.

For the evaluation of these documents, I chose to use the Short Version of Fry's Readability Formula (Fry, 1977). It works for passages of 40-99/100-300 words containing at least 3 sentences. When using Fry's Readability Formula, proper nouns should be included in the word count because they contribute to the difficulty of the material.

The Readability Formula is:

$$\text{Readability} = \frac{\text{Word Difficulty} + \text{Sentence Difficulty}}{2}$$

2

$$= \frac{\text{Average the grade level of 3 hardest Key Words} + \text{Average the grade level of all sentences}}{2}$$

2

For finding the grade level of each of the Key Words, the book *The Living Vocabulary* by Edgar Dale and Joseph O'Rourke must be used (1977). Care must be taken to get the level for the same meanings as the meaning of the key word as it is used in the passage.

For anything shorter than that, some insights from Word Difficulty and Sentence Difficulty can be obtained, but a readability score is apt to be considered less reliable.

Christian County Extended Day Program

1. "Minor's Consent to Extended Day Program"
- This document was evaluated as if it were one continuous paragraph.
 - There are at least six words with a word difficulty level of 12th grade: *intervention, stress, violate, revoke, foregoing, and consequences*. A level for "reconation" has not been established.

Word Difficulty	Sentence Length
12 (from above)	10
	5
	17
	8
	17
	8
	5
	7
	6
	83/9= 9.2

$$\frac{12 + 9.2}{2} = 10.6 \text{ Grade Reading Level}$$

The sentence that constitutes the second paragraph is 54 words long and should be restructured into smaller meaningful sentences. And the second sentence in the third paragraph is 38 words long. These two very long sentences are combined with seven shorter sentences, so the reading grade level has been lowered. Some appropriate revisions would make this document more accessible.

2. "Application to the Extended Day Program"
- | Word Difficulty | Sentence Length |
|-----------------------|-----------------|
| <i>petition</i> 10 | 7 |
| <i>eligibility</i> 10 | 8 |
| <i>criteria</i> 12 | 2 |
| | 9 |
| 32/3 = 10.7 | 26/4 = 8.5 |

$$\frac{10.7 + 8.5}{2} = 9.6 \text{ Grade Reading Level}$$

3. "Order for Extended Day Program and Certificate of Conditions"

- Because none of the list A-P constitutes a paragraph, the formula can not be applied.
- The following word level estimates should lead to verbal confirmation of understanding by the juvenile.

offensive – 10

profanity – 10

coordination – 12

violate – 10*

statute – 12*

jurisdiction – 10*

directive – 12

sanction – 12

violation – 10

*All three words in item L.

Peoria County Anti-Gang and Drug Abuse Program

1. "Probationer's Agreement" Form
 - The introductory paragraph has a Reading Grade Level of $\frac{8 + 7.3}{2} = 7.7$
 - Since the statements #1 - #11 were too short for the formula to be applied, all words were evaluated for Word Difficulty. The only word with a difficulty level above 8 (the national reading level of the newspaper) was *surveillance* (12th grade word difficulty). The sentence length was too long in a few instances. Sentences #1, #2, #10, and #11 are written at the 17th grade level by length alone. Breaking each individual sentence into shorter sentences can alleviate this difficulty.

2. "Letter to Request Meeting"
 - First paragraph's reading grade level = 7.9
 - Second paragraph's reading grade level = 11.2
 - Third paragraph's reading grade level = 8.4

The major problem is the sentence length of the first sentence and the difficulty level of the word *mentor*.

3. "Consent for Information" Form
 - All words have a difficulty level at or below the 8th grade. The length of the sentence has a grade level of the 17th grade and consideration should be given to breaking it into two or three parts based on the meaning.

4. "Probation Rules"
 - The introductory paragraph has a Reading Grade Level of $\frac{8 + 7}{2} = 7.5$
 - The words *inclusive* and *constructive* are both 10th grade difficulty level and might need to be replaced or explained to a juvenile with low intellectual ability.
 - The List #1-#10
 - Only the #1 item contains words that need to be considered for adjustment. These are *statute* (12th grade word difficulty) and *jurisdiction* (10th grade). The sentence length of these 10 items is appropriate.

5. "Drug Testing Waiver"

• Introductory paragraph

Word Difficulty		Sentence Length Difficulty	
<i>waiver</i>	16		8
<i>revocation</i>	13		7
<i>designated</i>			17
<i>confirmation</i>	10		5
			12
			8
			15
			6
			8
	39/3=13		86/9=9.6

$$\frac{13 + 9.6}{2} = 11.3 \text{ Reading Grade Level}$$

This paragraph needs some reworking in order to lower the reading grade level. The 3rd, 5th, and 7th sentences need to be shortened by separating them into shorter meaningful parts. And the words *waiver* and *revocation* could be restated in simpler terms.

- The List #1-#5 are not too difficult, but the word *undersigned* (Word Difficulty 12) could be simplified.

6. Paper on the "Administrative Sanctions Program"

• Paragraph #1

Word Difficulty		Sentence Length Difficulty	
<i>coercive</i>	16		17
<i>non-compliance</i>	16		17
<i>interventions</i>	12		6
			12
	44/3 = 14.7		52/4 = 13

$$\frac{14.7 + 13}{2} = 13.9 \text{ Reading Grade Level}$$

• Paragraph #2

Word Difficulty		Sentence Length Difficulty	
<i>implementing</i>	12		12
<i>compliance</i>	16		17
<i>sanctions</i>	12		17
	40/3=13.3		46/3=15.3

$$\frac{13.3 + 15.3}{2} = 14.3 \text{ Reading Grade Level}$$

- Paragraph #3
This paragraph is all one sentence, which is 58 words long. This sentence should be broken into several shorter meaningful sentences. At least three of the words are written at or above the 12th grade word difficulty level: *invoke* (13), *sanctions* (12), and *circuit* (12).

7. "Consent To Release School Records"

- Introductory paragraph

Word Difficulty		Sentence Length Difficulty
<i>jurisdiction</i>	10	9
<i>juvenile</i>	6	13
<i>investigation</i>	6	2
	$22/3=7.3$	$24/3=8$

$$\frac{7.3 + 8}{2} = 7.7 \text{ Reading Grade Level}$$

- This should generally be accessible to most readers. The checklist also does not present any problems.

8. "Consent Form for Release of Confidential Information"

- This form was broken into two paragraphs for ease of assessing reading grade level.
- Paragraph #1

Word Difficulty		Sentence Length Difficulty
<i>disclosure</i>	12	17
<i>revoke</i>	16	17
<i>recipient</i>	12	17
	$38/3=12.7$	$60/4=15$

$$\frac{12.7 + 15}{2} = 13.9 \text{ Reading Grade Level}$$

This reading grade level is very high, and most of the difficulty comes as a result of the sentence length. The sentences that have the most difficult vocabulary in them are written in the smallest print. The greatest problem is the sentence, "I understand...information to be disclosed."

- Paragraph #2

There are no major problems with the second paragraph.

9. "Interventions-Disclosure Authorization"

- The assessment begins with the paragraph, "I understand the Federal Law...".

Word Difficulty		Sentence Length Difficulty	
<i>mandates</i>	12		16
<i>revoke</i>	12		4
<i>consequences</i>	12		13
			5
			6
	$36/3=12$		$44/5= 8.8$

$$\frac{12 + 8.8}{2} = 14.4 \text{ Grade Reading Level}$$

This is written at a 10th grade level, which should not present any significant problems unless the juvenile has low intellectual ability. Then efforts should be made to guarantee understanding.

Winnebago County Day Reporting Center

1. "Rules"

- The evaluations were made on the logical divisions established by the document itself. This evaluation was thus divided into five sections.

- Physical Abuse

Word Difficulty		Sentence Length Difficulty
<i>probationer</i>	12	3
<i>foster</i>	10	7
<i>gesturing</i>	8	16
<i>potentially</i>	8	2
		1
		2
		3
	30/3=10	34/7=4.8

$$\frac{10+4.8}{2} = 7.4 \text{ Reading Grade Level}^*$$

*As will be noted here and with the next four sections, short sentence length very much effects the Grade Reading Level in lowering the final score. Some attention still should be paid to words over the 8th Grade Reading Level. An effort should be made to establish clear understanding of these words.

- Verbal Abuse and Inappropriate Language

Word Difficulty		Sentence Length Difficulty
<i>coercion</i>	13	2
<i>offensive</i>	10	1
<i>sarcasm</i>	8	2
<i>inappropriate</i>	8	1
		1
		1
		2
		2
	31/3 = 10.3	12/8 = 1.5

$$\frac{10.3 + 1.5}{2} = 5.9 \text{ Reading Grade Level}$$

- Socially Inappropriate Behavior

Word Difficulty		Sentence Length Difficulty
<i>obscene</i>	12	4
<i>suggestive</i>	12	3
<i>offensive</i>	10	8
		7
		2
		3
		1
		2
	$34/3 = 11.3$	$30/8 = 3.7$

$$\frac{11.3 + 3.7}{2} = 7.5 \text{ Reading Grade Level}$$

- Disruptions

Word Difficulty		Sentence Length Difficulty
<i>disruption</i>	8	5
<i>disruptive</i>	8	2
<i>inappropriate</i>	8	2
		7
		1
		7
		1
		5
		6
		3
		1
	$24/3 = 8$	$40/11 = 3.6$

$$\frac{8 + 3.6}{2} = 5.8 \text{ Reading Grade Level}$$

- Other Rules

Word Difficulty		Sentence Length Difficulty
<i>depict</i>	13	11
<i>satanism</i>	13	3
<i>abide</i>	8	8
<i>specific</i>	8	3
		4
		4
		14
		5
	$34/3 = 11.3$	$52/8 = 6.5$

$$\frac{11.3 + 6.5}{2} = 9.9 \text{ Reading Grade Level}$$

2. "Contract"

- For the List #16

Word Difficulty		Sentence Length Difficulty
<i>probationers</i>	12	4
<i>empowerment</i>	10	7
<i>probation</i>	8	4
		5
		3
		15
	$30/3 = 10$	$38/6 = 6.4$

$$\frac{10 + 6.4}{2} = 8.2 \text{ Reading Grade Level}$$

- Concluding Paragraph

Word Difficulty		Sentence Length Difficulty
<i>abide</i>	8	Level 16-*
<i>hinders</i>	12	This is all one
<i>participating</i>	8	sentence and should be
<i>appropriate</i>	8	broken into smaller
		meaningful sentences.

$$28/3 = 9.3 \text{ Reading Grade Level}$$

IN THE CIRCUIT COURT OF THE FOURTH JUDICIAL CIRCUIT
CHRISTIAN COUNTY, ILLINOIS

IN THE INTEREST OF _____)
)
)
)

Case No. _____ - JD - _____

a Minor.

APPLICATION TO THE EXTENDED DAY PROGRAM

I, _____, do hereby petition the Court to consider my placement into the Christian County Extended Day Program. To the best of my knowledge, I meet the eligibility criteria and satisfy the Departments requirements to participate in the program. I understand what would be expected of me. I can assure the Court and the Probation Office that I am fully willing to cooperate and participate in the program.

Minor

Date

Parent/Guardian

Date

Witness

Date

ORDER FOR EXTENDED DAY PROGRAM AND CERTIFICATE OF CONDITIONS

IT IS ORDERED that the Minor be and is hereby admitted to **THE EXTENDED DAY PROGRAM** and is subject to the following conditions:

- A. He/She will not consume, possess or use tobacco, tobacco products or alcoholic liquor.
- B. He/She shall not use ¹⁰ offensive language during the program.
- C. He/She shall not wear clothing with ¹⁰ profanity or clothing promoting drug or alcohol usage.
- D. He/She shall not fight while in the program.
- E. He/She shall not use or possess cannabis, controlled substances or any substance prohibited by law.
- F. He/She shall be in designated supervised areas at all times.
- G. He/She shall not possess any firearm or other dangerous weapon.
- H. He/She shall bring only school related material, or materials specifically related to the program.
- I. He/She shall report to **THE EXTENDED DAY PROGRAM** as directed.
- J. He/She shall submit to random drug and/or alcohol testing as requested.
- K. He/She will be responsible for their own transportation to and from **THE EXTENDED DAY PROGRAM**. Any related problems must be brought to the Program ¹² Coordinator immediately.
- L. He/She shall not ¹⁰ violate any ¹² statute of any ¹⁰ jurisdiction while participating in the program.
- M. He/She shall not damage any property of another or any County owned property.
- N. He/She shall cooperate with any ¹² directive given to them by the **PROGRAM COORDINATOR** while a participant in the program.
- O. Days missed from the program will result in an extension of the time it takes to successfully complete the program and/or any appropriate ¹² sanction.
- P. Any unexcused absence or unexcused tardiness will be reported to your Probation Officer for possible Court action.

¹⁰ **ANY VIOLATION OF THE EXTENDED DAY PROGRAM WILL BE DISCUSSED WITH YOUR PROBATION OFFICER AND MAY RESULT IN FURTHER COURT PROCEEDINGS.**

MINOR

DATE

PROGRAM COORDINATOR

PROBATION OFFICER

Peoria County Anti-Gang and Drug Abuse Program

1. "Probationer's Agreement" Form
 - The introductory paragraph has a Reading Grade Level of $\frac{8 + 7.3}{2} = 7.7$
 - Since the statements #1 - #11 were too short for the formula to be applied, all words were evaluated for Word Difficulty. The only word with a difficulty level above 8 (the national reading level of the newspaper) was *surveillance* (12th grade word difficulty). The sentence length was too long in a few instances. Sentences #1, #2, #10, and #11 are written at the 17th grade level by length alone. Breaking each individual sentence into shorter sentences can alleviate this difficulty.

2. "Letter to Request Meeting"
 - First paragraph's reading grade level = 7.9
 - Second paragraph's reading grade level = 11.2
 - Third paragraph's reading grade level = 8.4

The major problem is the sentence length of the first sentence and the difficulty level of the word *mentor*.

3. "Consent for Information" Form
 - All words have a difficulty level at or below the 8th grade. The length of the sentence has a grade level of the 17th grade and consideration should be given to breaking it into two or three parts based on the meaning.

4. "Probation Rules"
 - The introductory paragraph has a Reading Grade Level of $\frac{8 + 7}{2} = 7.5$
 - The words *inclusive* and *constructive* are both 10th grade difficulty level and might need to be replaced or explained to a juvenile with low intellectual ability.
 - The List #1-#10
 - Only the #1 item contains words that need to be considered for adjustment. These are *statute* (12th grade word difficulty) and *jurisdiction* (10th grade). The sentence length of these 10 items is appropriate.

5. "Drug Testing Waiver"

- Introductory paragraph

Word Difficulty		Sentence Length Difficulty	
<i>waiver</i>	16		8
<i>revocation</i>	13		7
<i>designated</i>			17
<i>confirmation</i>	10		5
			12
			8
			15
			6
			8
	$39/3=13$		$86/9=9.6$

$$\frac{13 + 9.6}{2} = 11.3 \text{ Reading Grade Level}$$

This paragraph needs some reworking in order to lower the reading grade level. The 3rd, 5th, and 7th sentences need to be shortened by separating them into shorter meaningful parts. And the words *waiver* and *revocation* could be restated in simpler terms.

- The List #1-#5 are not too difficult, but the word *undersigned* (Word Difficulty 12) could be simplified.

6. Paper on the "Administrative Sanctions Program"

- Paragraph #1

Word Difficulty		Sentence Length Difficulty	
<i>coercive</i>	16		17
<i>non-compliance</i>	16		17
<i>interventions</i>	12		6
			12
	$44/3 = 14.7$		$52/4 = 13$

$$\frac{14.7 + 13}{2} = 13.9 \text{ Reading Grade Level}$$

- Paragraph #2

Word Difficulty		Sentence Length Difficulty	
<i>implementing</i>	12		12
<i>compliance</i>	16		17
<i>sanctions</i>	12		17
	$40/3=13.3$		$46/3=15.3$

$$\frac{13.3 + 15.3}{2} = 14.3 \text{ Reading Grade Level}$$

- Paragraph #3
This paragraph is all one sentence, which is 58 words long. This sentence should be broken into several shorter meaningful sentences. At least three of the words are written at or above the 12th grade word difficulty level: *invoke* (13), *sanctions* (12), and *circuit* (12).

7. "Consent To Release School Records"

- Introductory paragraph

Word Difficulty		Sentence Length Difficulty
<i>jurisdiction</i>	10	9
<i>juvenile</i>	6	13
<i>investigation</i>	6	2
	$22/3=7.3$	$24/3=8$

$$\frac{7.3 + 8}{2} = 7.7 \text{ Reading Grade Level}$$

- This should generally be accessible to most readers. The checklist also does not present any problems.

8. "Consent Form for Release of Confidential Information"

- This form was broken into two paragraphs for ease of assessing reading grade level.
- Paragraph #1

Word Difficulty		Sentence Length Difficulty
<i>disclosure</i>	12	17
<i>revoke</i>	16	17
<i>recipient</i>	12	17
	$38/3=12.7$	$60/4=15$

$$\frac{12.7 + 15}{2} = 13.9 \text{ Reading Grade Level}$$

This reading grade level is very high, and most of the difficulty comes as a result of the sentence length. The sentences that have the most difficult vocabulary in them are written in the smallest print. The greatest problem is the sentence, "I understand...information to be disclosed."

- Paragraph #2

There are no major problems with the second paragraph.

9. "Interventions-Disclosure Authorization"

- The assessment begins with the paragraph, "I understand the Federal Law...".

Word Difficulty		Sentence Length Difficulty
<i>mandates</i>	12	16
<i>revoke</i>	12	4
<i>consequences</i>	12	13
		5
		6
	36/3=12	44/5= 8.8

$$\frac{12 + 8.8}{2} = 14.4 \text{ Grade Reading Level}$$

This is written at a 10th grade level, which should not present any significant problems unless the juvenile has low intellectual ability. Then efforts should be made to guarantee understanding.

①

ANTI-GANG and DRUG ABUSE PROGRAM
PROBATIONER'S AGREEMENT

I, _____, do agree to cooperate with all the rules and regulations of the Anti-Gang and Drug Abuse Unit. I have read or have had each rule explained to me and my parent, and we understand our obligations and responsibilities. I agree to participate in good faith with the following rules.

I agree to cooperate with any and all forms of supervision such as house confinement, electronic surveillance, prior permission, home and office visitations, day structuring, or other methods of movement controls.

2. I agree to participate in weekly or monthly counseling programs and groups. I realize that must attend and be on time for every session unless I have a valid excuse by my parent or probation officer.
3. I agree that I will submit to a urinalysis test at any time the Probation Department requests.
4. I agree to cooperate with residential or out-patient treatment as determined by the AGDAU.
5. I will cooperate with all written assignments given to me by the probation officers.
6. I will cooperate with the substance abuse assessment by the Human Service Center.
7. I understand that the AGDAU will be contacting the school to determine the status of my attendance and performance.
8. I agree to allow the AGDAU to contact any service providers that I may be under the supervision or receiving services from.

9. I understand that my parents are responsible to attend and participate in group sessions as requested by AGDAU.
10. I, _____ (parent) of above mentioned minor understand that I must participate in support groups, counseling, sessions, supervision and planning for my child on probation to participate in the AGDAU.
11. Failure to abide by the rules could result in an unsuccessful discharge from the AGDAU, and may also result in a Violation of Probation as determined by the Chief Probation Officer.

Probationer: _____ Date: _____

Parent: _____ Date: _____

P.O.: _____ Date: _____

Attorney: _____ Date: _____

JUDGE OF THE TENTH JUDICIAL CIRCUIT Date: _____

This letter is to request a meeting with you to discuss you child's progress on the Anti-Gang and Drug Abuse Unit. We are interested in your opinions and ideas to help us deal with your child on probation. As you may recall, parents are a major part of the programming and we need your help.

The meeting will consist of individuals that are involved in your child's probation, such as treatment counselors, mentors, probation officers, parents, child, and anyone directly related to the case. We will review your child's progress and discuss what must be done to help your child be successful in the program.

Therefore, I am setting a meeting on _____ at _____. Your attendance is required, If you are unable to attend, the meeting will proceed and decisions will be made and implemented regarding you and your child. please call to confirm your attendance or to reschedule the meeting time.

Thank you in advance for your cooperation in this matter.

Respectfully,

Elton Bryson
CPO

CONSENT FOR INFORMATION

I, _____, give the Department of Juvenile Court Services and it's Officers permission to review and copy all reports, analysis, ^passessments, casenotes, testing and to ^cinterview any person regarding my child's case in regards to your agency or organization.

AGENCY NAME: _____

This consent will expire 90 days after the date of signature by the clients.

PARENT: _____ DATE: _____

MINOR: _____ DATE: _____

WITNESS: _____ DATE: _____

PROBATION RULES

These rules are an attempt to make the terms and conditions of probation more clear for the client and the parents. These rules were especially designed for juvenile clients on probation, conditional discharge and court supervision. The goals of these rules are to assist the client in the adjustment to probation, supervision and conditional discharge. If any rules are broken, the client could be subject to a VIOLATION OF PROBATION. This will result in the client being taken to court for new or additional charges.

LISTED BELOW ARE SOME OF THE MAJOR RULES OF PROBATION. THE LIST IS NOT ALL INCLUSIVE, BUT OFFERS A CONSTRUCTIVE GUIDELINE.

1. CAN NOT VIOLATE ANY CRIMINAL STATUTE OF ANY JURISDICTION.
2. MUST REPORT TO A JUVENILE PROBATION OFFICER OF PEORIA COUNTY AS DIRECTED BY THAT OFFICER.
3. MUST NOT POSSESS ANY FIREARM, KNIFE, OR OTHER DANGEROUS WEAPON.
4. MUST NOT LEAVE THE STATE OF ILLINOIS WITHOUT THE PERMISSION OF A JUVENILE PROBATION OFFICER OF PEORIA COUNTY.
5. MUST IMMEDIATELY INFORM A JUVENILE PROBATION OFFICER OF PEORIA COUNTY OF ANY CHANGE IN ADDRESS OR TELEPHONE NUMBER.
6. MUST PERMIT THE JUVENILE PROBATION OFFICER OF PEORIA COUNTY TO PERFORM HOME VISITS AT

REASONABLE HOURS.

- 7. MUST ATTEND SCHOOL ON A REGULAR BASIS AND FOLLOW ALL SCHOOL RULES.**
- 8. MUST NOT BE INVOLVED WITH DRUGS, ALCOHOL, OR CIGARETTES.**
- 9. MUST NOT BE INVOLVED WITH OR ASSOCIATE WITH ANY STREET GANGS.**
- 10. ADDITIONAL COURT ORDER RULES**

Client _____ **Parent(s)** _____

Probation Officer _____ **Date** _____

(3)

**DRUG TESTING WAIVER/AGREEMENT
AND
INSTRUCTIONS TO OFFENDERS**

(Offender Name)

(Case Number)

I understand that I have been court ordered to undergo drug throughout my court ordered term of Probation/Conditional Discharge. I agree to participate and cooperate with the Peoria County Juvenile Court Services drug testing procedures. I further understand the results of this test will be confidential, with the exception that these results may be made available to my probation officer and/or the court when appropriate. A positive drug test statement/waiver may be signed upon a positive result. However, a second testing at the designated confirmation site can be performed upon my request or at the request of my probation officer. I understand that I am responsible for any and all costs associated with positive test results and all confirmation tests. I further understand that a positive drug test may result in a violation of my court order leading to a revocation of my Probation/Conditional Discharge.

I, have read or had read to me the above information and understand these instructions. I understand that the Court will be informed if I fail to cooperate or provide false, incomplete, or misleading information.

1. I am to cooperate with the Probation Officer and answer all questions honestly.
2. I am to provide or authorize release of any record requested by the Probation Officer. This may include the following: legal, medical, psychological, substance abuse treatment, educational, military, employment, financial, or other records.
3. I am subject to random urinalysis for drug usage at such times and places as directed by the Juvenile Court Services.
4. I am advised that a failure or refusal to submit to such testing or tampering with a urine specimen should be considered the same as a "Positive" test.
5. I am to inform the Probation Officer of all arrests and convictions.

ACKNOWLEDGMENT

I, the undersigned, have read or had read to me the above information and understand these instructions. I understand that the Court will be informed if I fail to cooperate or provide false, incomplete, or misleading information.

Offender's Signature

Date

Parent(s) Signature

Date

Probation Officer

Date

PEORIA COUNTY JUVENILE COURT SERVICES ADMINISTRATIVE SANCTIONS PROGRAM

12

#1

The Administrative Sanctions Program is a graduated range of coercive ¹⁶ interventions and/or programs used by the Department of Juvenile Court Services in a process to respond to non-compliance ¹⁶ with the conditions of probation, conditional discharge, or supervision for wards of the Court. The Administrative Sanctions Program would be used in the cases of technical violations which constitute a breach of a court ordered probation condition or continued under supervision order. All new delinquent offenses shall be referred for prosecution by the State's Attorney Office. These intermediate sanctions shall be used to penalize non-compliance and address the probationer's inability to function successfully under the supervision of the Probation Department.

#2

The authority given to Probation for implementing ¹² an Administrative Sanctions Program is provided for in the Public Act 89-198 which states as follows:

"The General Assembly finds that in order to protect the public, the criminal system must compel the compliance ¹⁶ with the conditions of probation by responding to violations with swift, certain, and fair punishment and intermediate sanctions. Peoria County has adopted a system of structured, intermediate sanctions for violations of the terms and conditions of a sentence of probation, conditional discharge or disposition ¹² of supervision."

#3

"The court shall impose as a condition of a sentence of probation, conditional discharge, or supervision, that the probation agency may invoke ¹³ any sanction from the list of intermediate sanctions ¹² adopted by the Chief Judge of the circuit ¹² court for violations of the terms and conditions of the sentence of probation, conditional discharge, or supervision,..." 730 ILCS 5/5-6-1 (Juvenile Court Act, 705 ILCS 405/5-24).

I have read and understand the Administrative Sanctioning Process and that I am subject to the rule and regulations as a condition of my probation.

Signed _____ Dated _____

①

Tenth Judicial Circuit of Illinois
DEPARTMENT OF JUVENILE COURT SERVICES

County of Peoria
Room 203, Court House - Phone 672-6080 - Peoria, Illinois 61602

Joseph Johnson
Director of Juvenile Court

Elton Bryson
Assistant Director

**PARENTAL/LEGAL GUARDIAN CONSENT TO RELEASE
SCHOOL RECORDS TO THE DEPARTMENT OF JUVENILE COURT SERVICES**

RE: _____ D.O.B. _____ DATE _____

Dear _____ :

As the above named juvenile has been placed under the jurisdiction of Juvenile Court Services, his/her school records are requested. These records are a necessary part of the social history investigation which Juvenile Court Services has been ordered to prepare on this juvenile by Juvenile Court. The following CHECKED items are requested.

I. GRADE SCHOOL

- _____ A. School transcript of all grades (attendance, grades)
- _____ B. Test Data (I.Q., achievement, aptitude)
- _____ C. Psychological evaluations, if available
- _____ D. Discipline records of all grades (suspensions/expulsions, and reports of serious or recurrent behavior patterns)
- _____ E. Child's attitude toward academic subjects
- _____ F. Child's attitude toward school personnel and rules
- _____ G. Physical, dental, and medical records

II. HIGH SCHOOL

- _____ A. Attendance, grades (all grades)
- _____ B. Test Data (I.Q., achievement, aptitude)
- _____ C. Psychological evaluation if available
- _____ D. Discipline record of all grades (suspension/expulsions, and reports of serious or recurrent behavior patterns)
- _____ E. Child's attitude toward academic subjects
- _____ F. Child's attitude toward school personnel and rules
- _____ G. Child's extent of participation in extra curricular activities
- _____ H. Physical, dental, and mental records

I, the undersigned parent/legal guardian, hereby understand and agree to permit release of the above checked items to the undersigned Juvenile Court Services' personnel and the Department of Juvenile Court Services, Room 424 Peoria County Courthouse, Peoria, Illinois 61602.

Parent's Signature _____

Legal Guardian's Signature _____

Juvenile Court Services Personnel's Signature _____

Title _____

CONSENT FORM FOR RELEASE OF CONFIDENTIAL INFORMATION
BY HUMAN SERVICE CENTER/ WHITE OAKS COMPANIES OF ILLINOIS, INC.

#1

I, _____, whose birthdate is _____
(Name of Participant)

authorize Human Service Center/ White Oaks Companies of Illinois and their representatives to disclose to
Greg Caruth/Teresa Von Rohr - Juvenile Court Services - Peoria, IL.
(Name of Person and/or Organization to which disclosure is to be made)

the following information: results of assessments, recommendations, treatment plans,
progress reports, medical records, confirmation of appointments, attendance,
notification of discharge, and aftercare planning

for the purpose of: supervision of probation and progress in AGDAU

I understand that my records are protected under the Federal Confidentiality Regulation (42 CFR Part 2) and the Mental Health and Developmental Disabilities Confidentiality Act of Illinois and cannot be disclosed without by written consent unless otherwise provided for in the regulations. I also understand that I may in writing revoke ¹² this consent at any time except to the extent that disclosure ¹⁰ was made prior to the time I revoked it. I further understand that disclosure includes the right of the recipient ¹⁰ to inspect and receive copies of the information to be disclosed.

#2

Specification of the date, event, or condition upon which this consent expires (if none is stated here, this consent automatically expires 90 days from the date of execution):
one year

It has been explained to me that if I refuse to consent to this release of information, the following are potential consequences (specify here, if any):

Executed this _____ day of _____, 19____.

Signature of Client or Participant

Signature of Parent, Guardian or authorized representative (when required)

Signature of Witness

Notice To Receiving Person/Organization: Under the provisions of the Mental Health and Developmental Disabilities Confidentiality Act of Illinois, you may not re-disclose any of this information unless the person who consented to this disclosure specifically consents to such re-disclosure. A general authorization for release of medical or other information is NOT sufficient for this purpose. Under the Federal Act of August, 1987, substance abuse patient records and/or any information from such records may NOT be further disclosed without specific authorization for such redisclosure.

CONSENT FORM FOR RELEASE OF CONFIDENTIAL INFORMATION
TO HUMAN SERVICE CENTER/ WHITE OAKS COMPANIES OF ILLINOIS, INC.

To:

Return To:

21

I, _____, whose birthdate is _____
(Name of Participant)

authorize Teresa Von Rohr/Greg Caruth - Juvenile Court Services
(Name of Person and/or Organization to which disclosure is to be made)

to disclose to the Human Service Center/ White Oaks Companies of Illinois and their representatives

the following information: probation status, medical records, progress in AGDAU,

educational information, results of any urinalysis, any prior services

for the purpose of: assessments and any recommended treatment

I understand that my records are protected under the Federal Confidentiality Regulation (42 CFR Part 2) and the Mental Health and Developmental Disabilities Confidentiality Act of Illinois and cannot be disclosed without by written consent unless otherwise provided for in the regulations. I also understand that I may in writing revoke this consent at any time except to the extent that disclosure was made prior to the time I revoked it. I further understand that disclosure includes the right of the recipient to inspect and receive copies of the information to be disclosed.

2 Specification of the date, event, or condition upon which this consent expires (if none is stated here, this consent automatically expires 90 days from the date of execution):
one year

It has been explained to me that if I refuse to consent to this release of information, the following are potential consequences (specify here, if any):

Executed this _____ day of _____, 19_____.

Signature of Client or Participant

Signature of Parent, Guardian or authorized representative (when required)

Signature of Witness

INTERVENTIONS

DISCLOSURE AUTHORIZATION

I, _____ authorize _____
(Name of Client) (Individual)

and/or their designates of Lighthouse to [] obtain and/or [] release from/to Teresa Von Rohr/Greg Caruth, Juvenile Court Services, Peoria County Courthouse, Room 424, 324 Main Street, Peoria, Illinois, information concerning my evaluation and treatment experience(s).

Do you authorize release of psychiatric/chemical dependency information?

[] YES [] NO

The following information is requested:

- | | | |
|--|---|---|
| <input type="checkbox"/> service request | <input type="checkbox"/> history & physical | <input type="checkbox"/> diagnostic testing results |
| <input type="checkbox"/> psycho-social history | <input type="checkbox"/> discharge summary | <input type="checkbox"/> driving record |
| <input type="checkbox"/> drug screen results | <input type="checkbox"/> ER report | <input type="checkbox"/> consultation reports |
| <input type="checkbox"/> evaluation report | <input type="checkbox"/> lab/x-ray reports | <input type="checkbox"/> breathalyzer results |
| <input type="checkbox"/> ed/vocational history | <input type="checkbox"/> legal history | <input type="checkbox"/> treatment plan |
| <input type="checkbox"/> treatment progress | <input type="checkbox"/> substance use and/or abuse history | |
| <input type="checkbox"/> other _____ | | |

for the purpose of:

- | | | |
|--|--|---|
| <input type="checkbox"/> completing evaluation | <input type="checkbox"/> testifying in court | <input type="checkbox"/> coordinating service |
| <input type="checkbox"/> other _____ | | |

I understand that Federal Law ¹² mandates that confidentiality be maintained and that Lighthouse or the receiving agency will not release any of the above information to any other person or agency unless I give written permission. I have the right to inspect and copy the information being disclosed.

I also understand that I may ¹² revoke this consent at any time except to the extent that action has been taken in reliance on it. Unless sooner revoked, this consent expires 12 months from the date of signature. If I refuse to consent to this release of information, the following ¹² are the consequences (specify, if any): _____

_____ Signature of Client	_____ Date	_____ Client's Birthdate
_____ Signature of Parent/Guardian	_____ Date	_____ Signature of Staff/Witness

- NOTES:
1. If client is under 12, the parent/guardian signs.
 2. If client is 12-17, the parent/guardian and client sign. If the client refuses consent, there shall be no disclosure unless the therapist feels it is in the best interest of the client.
 3. If the client is 18 or over, the client signs.
 4. A copy of this consent will be kept in the client's record and a note made as to action taken.

I, _____ authorize _____
(Name of Client) (Individual)

and/or their designates of Lighthouse to [] obtain and/or [] release from/to Teresa Von Rohr/Greg Caruth, Juvenile Court Services, Peoria County Courthouse, Room 424, 324 Main Street, Peoria, Illinois, information concerning my evaluation and treatment experience(s).

Do you authorize release of psychiatric/chemical dependency information?

[] YES [] NO

The following information is requested:

- service request
- history & physical
- diagnostic testing results
- psycho-social history
- discharge summary
- driving record
- drug screen results
- ER report
- consultation reports
- evaluation report
- lab/x-ray reports
- breathalyzer results
- ed/vocational history
- legal history
- treatment plan
- treatment progress
- substance use and/or abuse history
- other _____

for the purpose of:

- completing evaluation
- testifying in court
- coordinating service
- other _____

I understand that Federal Law mandates that confidentiality be maintained and that Lighthouse or the receiving agency will not release any of the above information to any other person or agency unless I give written permission. I have the right to inspect and copy the information being disclosed.

I also understand that I may revoke this consent at any time except to the extent that action has been taken in reliance on it. Unless sooner revoked, this consent expires 12 months from the date of signature. If I refuse to consent to this release of information, the following are the consequences (specify, if any): _____

Signature of Client Date Client's Birthdate

Signature of Parent/Guardian Date Signature of Staff/Witness

- NOTES:
1. If client is under 12, the parent/guardian signs.
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 4. A copy of this consent will be kept in the client's record and a note made as to action taken .

Winnebago County Day Reporting Center

1. "Rules"

- The evaluations were made on the logical divisions established by the document itself. This evaluation was thus divided into five sections.

- Physical Abuse

Word Difficulty		Sentence Length Difficulty
<i>probationer</i>	12	3
<i>foster</i>	10	7
<i>gesturing</i>	8	16
<i>potentially</i>	8	2
		1
		2
		3
	30/3=10	34/7=4.8

$$\frac{10 + 4.8}{2} = 7.4 \text{ Reading Grade Level}^*$$

*As will be noted here and with the next four sections, short sentence length very much effects the Grade Reading Level in lowering the final score. Some attention still should be paid to words over the 8th Grade Reading Level. An effort should be made to establish clear understanding of these words.

- Verbal Abuse and Inappropriate Language

Word Difficulty		Sentence Length Difficulty
<i>coercion</i>	13	2
<i>offensive</i>	10	1
<i>sarcasm</i>	8	2
<i>inappropriate</i>	8	1
		1
		1
		2
		2
	31/3 = 10.3	12/8 = 1.5

$$\frac{10.3 + 1.5}{2} = 5.9 \text{ Reading Grade Level}$$

- Socially Inappropriate Behavior

Word Difficulty		Sentence Length Difficulty
<i>obscene</i>	12	4
<i>suggestive</i>	12	3
<i>offensive</i>	10	8
		7
		2
		3
		1
		2
	$34/3 = 11.3$	$30/8 = 3.7$

$$\frac{11.3 + 3.7}{2} = 7.5 \text{ Reading Grade Level}$$

- Disruptions

Word Difficulty		Sentence Length Difficulty
<i>disruption</i>	8	5
<i>disruptive</i>	8	2
<i>inappropriate</i>	8	2
		7
		1
		7
		1
		5
		6
		3
		1
	$24/3 = 8$	$40/11 = 3.6$

$$\frac{8 + 3.6}{2} = 5.8 \text{ Reading Grade Level}$$

- Other Rules

Word Difficulty		Sentence Length Difficulty
<i>depict</i>	13	11
<i>satanism</i>	13	3
<i>abide</i>	8	8
<i>specific</i>	8	3
		4
		4
		14
		5
	$34/3 = 11.3$	$52/8 = 6.5$

$$\frac{11.3 + 6.5}{2} = 9.9 \text{ Reading Grade Level}$$

2. "Contract"

- For the List #16

Word Difficulty		Sentence Length Difficulty
<i>probationers</i>	12	4
<i>empowerment</i>	10	7
<i>probation</i>	8	4
		5
		3
		15
	$30/3 = 10$	$38/6 = 6.4$

$$\frac{10 + 6.4}{2} = 8.2 \text{ Reading Grade Level}$$

- Concluding Paragraph

Word Difficulty		Sentence Length Difficulty
<i>abide</i>	8	Level 16-*
<i>hinders</i>	12	This is all one
<i>participating</i>	8	sentence and should be
<i>appropriate</i>	8	broken into smaller
		meaningful sentences.

$$28/3 = 9.3 \text{ Reading Grade Level}$$

DAY REPORTING CENTER RULES

PHYSICAL DANGER:

YOUR ACTIONS MUST FOSTER A SAFE ENVIRONMENT FOR YOURSELF AND OTHERS.

THIS MEANS:

- NO PUSHING, SHOVING, HITTING OR ENGAGING IN ANY OTHER BEHAVIOR WHICH MAY CAUSE SOMEONE PHYSICAL HARM.
- NO WEAPONS (A WEAPON IS ANYTHING THAT CAN BE USED TO HARM OR THREATEN ANOTHER PERSON WITH PHYSICAL HARM, INCLUDING KNIVES, GUNS-- INCLUDING ANY TYPE OF IMITATION OR LOOK ALIKE FIREARM, CHAINS, LOCKS, RAZORS, CLUBS, MACE, ETC.)
- NO THREATS OF PHYSICAL HARM OR GESTURING (IE., GANG SIGNS).

INSTEAD: KEEP HANDS TO SELF. REPORT ANY POTENTIALLY DANGEROUS SITUATIONS TO STAFF. TELL STAFF IF YOU FEEL THREATENED BY ANOTHER PROBATIONER.

VERBAL ABUSE AND INAPPROPRIATE LANGUAGE:

YOUR WORDS MUST BE RESPECTFUL AND APPROPRIATE.

THIS MEANS:

- NO NAME CALLING OR SARCASM.
- NO PROFANITY (CUSSING) OR OTHER OFFENSIVE LANGUAGE.
- NO SHOUTING.
- NO VERBAL THREATS OR COERCION.

INSTEAD: CALL PEOPLE BY THEIR NAMES. USE A NORMAL TONE AND VOLUME WHEN SPEAKING. LISTEN AND WAIT YOUR TURN TO SPEAK.

SOCIALLY INAPPROPRIATE BEHAVIOR:

BEHAVE IN A MANNER THAT IS RESPECTFUL TOWARDS OTHERS AND SOCIALLY APPROPRIATE.

THIS MEANS:

- NO NOSE-PICKING, PASSING GAS, BURPING OR SPITTING.
- NO INDECENT GESTURING, DRAWINGS, OR USE OF WORDS OR OBJECTS WHICH CONVEY AN OFFENSIVE, OBSCENE OR SEXUALLY SUGGESTIVE MESSAGE.
- NO INAPPROPRIATE PHYSICAL CONTACT SUCH AS PINCHING, PATTING, KISSING, FONDLING, INTENTIONALLY BRUSHING AGAINST ANOTHER'S BODY, ETC.

INSTEAD: KEEP YOUR HANDS TO YOURSELF. REMAIN IN YOUR SEAT UNTIL GIVEN PERMISSION TO MOVE. USE A TISSUE WHEN NEEDED. SAY PLEASE, THANK YOU AND EXCUSE ME.

DISRUPTIONS:

BEHAVE IN A MANNER THAT IS NOT DISRUPTIVE AND ALLOWS LESSONS /ACTIVITIES TO CONTINUE SMOOTHLY.

THIS MEANS:

- NO ARRIVING LATE AT THE CENTER.
- NO CALLING OUT ANSWERS OR ARGUING IN CLASS.
- NO CONTINUING TO VOICE YOUR OPINION AFTER BOTH PEOPLE HAVE EXPRESSED THEIR IDEAS AND UNDERSTAND EACH OTHER.
- NO INAPPROPRIATE COMMENTS OR BEHAVIOR.
- NO ALLOWING YOURSELF TO STRAY OFF TASK.

INSTEAD: ARRIVE ON TIME. RAISE YOUR HAND AND WAIT UNTIL YOU ARE CALLED ON BEFORE YOU SPEAK. WHEN BOTH PEOPLE HAVE EXPRESSED THEIR IDEAS AND UNDERSTAND EACH OTHER, DISCONTINUE THE DISCUSSION. WHEN ENTERING AND LEAVING THE ROOM, DO SO QUIETLY. STAY ON TASK.

OTHER RULES:

YOU MUST ABIDE BY ANY OTHER SPECIFIC RULES REGARDING TRANSPORTATION, CLASSROOM LESSONS, OTHER ACTIVITIES, MEALS, OR OTHER BEHAVIOR WITHIN THE DAY REPORTING CENTER. THESE INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING:

- IF STAFF HAS ARRANGED TRANSPORTATION FOR YOU, YOU MUST USE ONLY THIS TRANSPORTATION TO AND FROM THE DAY REPORTING CENTER.
- YOU MUST CLEAN UP AFTER MEALS AS ASSIGNED.
- YOU MUST CLEAN UP AFTER CLASSROOM LESSONS AND OTHER ACTIVITIES AS ASSIGNED.
- YOU WILL NOT BE ALLOWED TO WEAR HATS OR COATS INSIDE THE CENTER.
- YOU WILL NOT BE ALLOWED TO WEAR CLOTHING OR JEWELRY WHICH DEPICT ALCOHOL, DRUGS, TOBACCO PRODUCTS, GANGS, ROCK AND ROLL OR RAP BANDS, OR SATANISM.
- YOU MUST PROVIDE A URINE SAMPLE IF ASKED TO DO SO BY STAFF.

- _____
- _____
- _____
- _____

DAY REPORTING CENTER CONTRACT

1. I WILL PARTICIPATE ACTIVELY AND POSITIVELY IN ALL LESSONS AND ACTIVITIES.
2. I WILL SHOW RESPECT TO MY TEACHERS, PROBATION STAFF, GUESTS, AND OTHER PROBATIONERS PARTICIPATING IN THE PROGRAM.
3. I WILL REPORT TO THE DAY REPORTING CENTER ON TIME EVERY DAY.
4. I WILL COMPLETE ANY LESSONS, ASSIGNMENTS OR ACTIVITIES TO THE BEST OF MY ABILITIES.
5. I WILL FOLLOW ALL DAY REPORTING CENTER RULES AND EXPECTATIONS.
6. AS A PARENT, I WILL ACTIVELY AND POSITIVELY PARTICIPATE IN PARENT EMPOWERMENT GROUP LESSONS AND ACTIVITIES, AND ABIDE BY ALL DAY REPORTING CENTER RULES AND EXPECTATIONS.

I UNDERSTAND AND AGREE TO ABIDE BY THE ABOVE RULES. AT ANY TIME, SHOULD IT BE DETERMINED THAT MY BEHAVIOR AND/OR ATTITUDE HINDERS MY PROGRESS IN THE PROGRAM OR THAT OF OTHERS PARTICIPATING IN THE PROGRAM, I UNDERSTAND THAT I MAY BE REMOVED FROM THE PROGRAM AND HAVE APPROPRIATE COURT ACTION TAKEN AGAINST ME.

MINOR'S SIGNATURE/ DATE

PARENT'S SIGNATURE/DATE

OFFICER'S SIGNATURE/DATE

PARENT'S SIGNATURE/DATE

APPENDIX F

AGDAU SCREENING SHEET

Name _____ Date _____

- 1. Drug related offense.....15
- 2. Gang related offense.....15
- 3. Prior adjudication.....5
- 4. **VALIDATED REPORTS OF GANG BEHAVIOR**
 - Police.....15
 - School.....10
 - Probation.....15
 - Parents.....10
 - Self.....15
- 5. **VALIDATED REPORTS OF SUBSTANCE ABUSE**
 - Police.....15
 - School.....10
 - Probation.....15
 - Parent.....10
 - Self.....15
- 6. **PRIOR HISTORY OF PROGRAMS OR TREATMENT**
 - Yes.....10
 - No.....0
- 7. **SCHOOL PROBLEMS IN THE LAST 6 MONTHS.**
 - Suspensions.....2
 - Expulsions.....5

30 or above = AGDAU

Score

Accepted

Rejected

Comments: _____

P.O. _____